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Resources in Education (RIE). Volume 31, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 390 983   CE 068 240

New Horizons in Adult Education. Volumes 3-7. 1989-1993.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 93
NOTE- 261p.; For Volumes 1-2, see ED 330 779-780.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Persistence; Adult Development; *Adult Education; Adult Literacy; Book Reviews; Continuing Education; Deafness; *Distance Education; Educational Development; Educational Research; Feminism; Foreign Countries; Higher Education; *Literacy Education; Literature Reviews; Program Effectiveness; *Religious Education; Staff Development; Student Participation; Teaching Methods; Workplace Literacy
IDENTIFIERS- Denmark; Nigeria

Volume 3 includes the following: "Comparison of Computer and Audio Teleconferencing" (Norman Coombs); "Intellectual Suppression" book review (Roger Boshier). Contents of volume 4 are as follows: "Straight Time and Standard Brand Adult Education" (John Ohliger); "Comparison of Folk High Schools in Denmark, and East and West Germany" (Robert Wendel); "Descriptive Appraisal of Functional Literacy in Nigeria" (Muyiwa Igbalajobi, Ayodele Fajonyomi); "Intentional Changes" book review (David Price). Articles in volume 5, number 1 are as follows: "Community Adult Education in America" (Michael Galbraith, David Price); "Community Adult Education in Developing Countries" (Linda Ziegahn); "Facilitated Community Development in a Rural Area" (Allen B. Moore, Mary Anne Lahey); and "Envisioning a Sustainable Society" book review (Daniel

ED 391 001 CE 070 393

Cash, Keith; And Others
The Preparation of Sick Children's Nurses to Work in the Community (P2000 Evaluation).
PUB DATE- 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Health; *Educational Needs; *Educational Practices; Foreign Countries; Health Needs; *Home Programs; Literature Reviews; National Surveys; *Nurses; *Nursing Education; Parent Attitudes; Postsecondary Education; Questionnaires; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *United Kingdom

A study examined the preparation of sick children's nurses to work in communities in the United Kingdom. Data were collected from the following: literature review; mail survey of the 43 colleges of nursing currently conducting the United Kingdom's Child Branch program for children's nursing (response rate, 81%); 18 focus group interviews with a total of 13 tutors, 43 students, and 15 pediatric community nurses at 4 colleges; and interviews of 13 parents of children with various health conditions regarding their perceived needs for children's nursing services. The community experiences of students preparing for employment as sick children's nurses were found to vary widely in length, nature, and quality. The study findings were used to develop a preferred model for preparing nurses to care for children in the community. Among the model's components were the following: a comprehensive community experience lasting at least 12 weeks and including lists of minimum learning experiences and outcomes; mentorship by a recognized pediatric nurse; a strong children's nursing focus; and a period of rostered community practice that includes competency assessments. (Eighteen tables, and a 62-item bibliography are included. Appended are the study consent form, questionnaire, and cover letters. Contains 113 references.) (MN)

ED 391 002 CE 070 396

Gandy-Goldston, Terrie M.
Employees' Knowledge of Carpal Tunnel Syndrome.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Educational Needs; *Employee Attitudes; *Health Promotion; Industrial Training; *Knowledge Level; *Labor Education; *Occupational Safety and Health
IDENTIFIERS- *Carpal Tunnel Syndrome

A study examined employees' knowledge of the causes of carpal tunnel syndrome (CTS), its prevention, and their legal rights after being diagnosed with CTS. A 24-item questionnaire was administered to a random sample of 30 Chicago-area employees who had been afflicted with CTS. Of those surveyed, 99% considered their CTS injury related to their job, preventable, neither genetic nor influenced by gender, and related to their lack of knowledge surrounding legal rights and job safety issues. Although 99% of the respondents were not informed of their legal rights after their CTS injury, 88% received pain

ED 391 020 CE 070 586

Blanksby, Vivienne; Bruhn, Peter

Technical and Vocational Education and Training in Australia. Case Studies on Technical and Vocational Education in Asia and the Pacific.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 94

NOTE- 56p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Competency Based Education; Curriculum Development; *Demonstration Programs; Educational Certificates; *Educational Change; Educational Development; Foreign Countries; Job Training; Postsecondary Education; Secondary Education; Standards; *Student Certification; *Vocational Education

IDENTIFIERS- *Australia

The realization of the need for reform in Australia's vocational education and training (VET) system stems largely from changing economic circumstances and a changing industrial relations environment. The reforms are intended to provide the following: national coherence in training arrangements and outcomes, improved quality and more widespread provision, greater flexibility in training delivery, a stronger focus on the needs of industry, participation by disadvantaged groups, and increased public recognition of the value of training. A central aspect of the reforms is the establishment of a competency-based training system. The National Training Reform Agenda has established the directions for future development of VET in Australia. Components of the new system include the following: competency-based training; development of National Competency Standards; Australian Standards Framework; Australian Qualifications Framework; National Framework for Recognition of Training; development of training curriculum; flexible delivery of training; convergence of general and vocational education; and increasing the involvement of young people in education and training. Other important aspects of the new national training system are the promotion of closer linkages between vocational education institutions and industries and improved participation of special social groups. (Illustrative best practice examples show the new system in action. Appendixes contain a glossary and 58 references.) (YLB)

ED 391 021 CE 070 587

Rafique, A.

The Development of Technical and Vocational Education in Bangladesh--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 94

NOTE- 30p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

ED 391 038 CE 070 610

Croker, Robert E.; And Others
Learning Style, Brain Modality, and Teaching Preferences of Incarcerated Females at the Pocatello Women's Correctional Center.
PUB DATE- 4 Dec 95
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 4, 1995). Research funded by the Idaho Commission on Women's Programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; *Brain Hemisphere Functions; *Cognitive Style; Correctional Institutions; Educational Research; Females; *Prisoners; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Pocatello Womens Correctional Center ID

A study identified the learning style preferences and brain hemisphericity of female inmates at the Pocatello Women's Correctional Center in Pocatello, Idaho. It also identified teaching methodologies to which inmates were exposed while in a learning environment as well as preferred teaching methods. Data were gathered by the Learning Type Measure to determine preferred learning style, the Hemispheric Mode Indicator to determine brain hemisphericity, and the Q-Sort method to identify teaching method preferences. Participants also provided information regarding teaching methods to which they were exposed most during their education. Sixty-three inmates volunteered to participate. Hands-on classes were the obvious preference in teaching methods. The majority of the participants were right brain (56 percent) and were type one and type four learners (64 percent). Implications from these findings were as follows: hands-on type classes should be a point of focus for the institution where the study took place and should become a strong consideration for other similar institutions; kinesthetic/tactile activities should be considered as having great value and be included in curriculum; and much attention should be given to lesson development that is kinesthetic/tactile in nature. (Appendixes include methodology task list, demographic information questions, and Q-Sort recording sheet.) (YLB)

ED 391 039 CE 070 611

Schenck, John P.
Manual Training Schools in America.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Development; *Educational History; Industrial Arts; *International Educational Exchange; *Mechanical Skills; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Manual Training Schools

John Runkle, president of the Massachusetts Institute of Technology (MIT), viewed the Moscow Imperial Technical School exhibit at the Philadelphia Centennial Exposition of 1876 and saw the Russian method of manual training as the answer to the dilemma of combining theory and practice in engineering

ED 391 056 CE 070 639

Veugelers, Wiel
Vocational Education and Values Regarding Labor.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Educational Attitudes; Employer Employee Relationship; Employment Practices; Foreign Countries; *Labor; Secondary Education; *Teacher Attitudes; *Values Clarification; *Values Education; *Vocational Education Teachers; *Work Attitudes
IDENTIFIERS- *Netherlands

Teachers in the Netherlands were asked what their goals are with regard to the development of values related to labor in their students. The study focused on the role of teachers in education--on their opinion about the pedagogical task of education. Differences between general secondary education and vocational education teachers and differences between teachers in different types of schools were studied, along with differences among economics, social studies, career counseling, and subject teachers in vocational education. Data were gathered through a written questionnaire in which teachers indicated on an interval scale how much importance they attached to each of the specified goals related to labor, how much attention they paid to each particular goal, and why they had chosen that goal. Survey results from 415 teachers showed that teachers not only transfer knowledge and skills to their students but also stimulate the development of values related to labor in their students. Attitudes that teachers wished to instill included the following: one's own effort determines success; values related to adjustment to changing labor conditions are important; and one should stand up for him/herself on the job. There were hardly any differences between teachers in the various school types with respect to the factors influencing their choice of goals. Some variations were noted between teachers of various subjects. (Contains 17 references.) (KC)

ED 391 057 CE 070 640

Fagan, Carol; Lumley, Dan
Planning for Tech Prep: A Guidebook for School Leaders.
PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *Educational Improvement; Guidelines; High Schools; Postsecondary Education; Program Development; Program Implementation; *Technical Education; *Tech Prep; *Vocational Education

This manual was written to help educators with little or no experience to create a tech prep program. The guide presents a step-by-step process for planning, development, and

ED 391 075 CE 070 688

Cotton, Sam
Attitudes, Knowledge, and Skills of Indiana Vocational Teachers Related to Special Populations. Summary Data Report.
PUB DATE- 94
NOTE- 60p.; Small type in data charts will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education Teachers; *Educational Needs; High Schools; Mainstreaming; Special Education; *Special Needs Students; *Teacher Attitudes; *Teacher Education; *Teacher Qualifications; Trade and Industrial Teachers; *Vocational Education Teachers
IDENTIFIERS- *Indiana

A study was conducted to identify strengths and weaknesses in vocational teacher preparation and attitudes for working with special populations students in secondary education in Indiana. The study collected information from 527 vocational teachers representing 39 of the 47 area vocational districts (about one-half the vocational teachers in the state) using a survey. Some of the results of the survey are the following: (1) the average number of special populations students the teachers served during the last school year was 21; (2) almost half the teachers had no postsecondary credit-hour training related to special populations; (3) about half the teachers had 15 hours or less of seminars or workshops related to working with special populations, and an additional 25 percent had no training; (4) about half the teachers were familiar with Individualized Education Plans, although fewer than 40 percent had ever participated in preparing such a plan; and (5) many teachers were interested in additional training in working with special needs students, but very few had time or resources to get this training. (Two separate short reports detail the answers of vocational business teachers and trade and industry teachers to the survey.) (KC)

ED 391 076 CE 070 691

Hirsh, Wendy; And Others
Beyond the Career Break. A Study of Professional and Managerial Women Returning to Work after Having a Child.
PUB DATE- Oct 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adults; Dual Career Family; Employed Parents; *Employed Women; *Employee Attitudes; Employer Attitudes; Employment; *Employment Patterns; *Family Work Relationship; Flexible Working Hours; Foreign Countries; *Mothers; *Reentry Workers
IDENTIFIERS- Great Britain

A study was conducted of women managers and professionals in Britain who had taken a "career break"--from a few weeks to many years--to have a baby. The study sought to examine the decision to return to work after having a child, and whether the practical management of breaks could be improved; to discover the career patterns of women returning from a break in the period since their return; and to look at how returners feel about combining work and family life and what practical

ED 391 095 CE 070 723

Availability of Products from National Workplace Literacy Grants (1992-93).
PUB DATE- Jul 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agricultural Education; Allied Health Occupations Education; Curriculum; *Curriculum Guides; *Educational Resources; Federal Legislation; *Inplant Programs; Job Skills; *Literacy Education; Manufacturing; *On the Job Training; Program Descriptions; Textiles Instruction; *Workplace Literacy
IDENTIFIERS- National Workplace Literacy Program

This publication lists some of the curriculum resources that were produced through the National Workplace Literacy Program, Section 371 of the Adult Education Act, as amended by the National Literacy Act of 1991. The curriculum resources in this publication were developed during 1992-1993 of the demonstration program. The curriculum materials are indexed by industry and cross-referenced. The majority of the curriculum materials fall under three industry categories: health care; manufacturing; and textiles, with 12-16 curriculum resource products described under each category. In addition, some products are described in the following areas: agriculture, construction, custodial employment, general skills, government, hotel and housekeeping occupations, workplace literacy, metalworking, service, waste handling, and wine. Each description includes the following: availability information; the business, industry, or union population served; the number served; the partners; information about the project and the products; and cost. Eight appendixes provide information about the following: (1) grantees included in the publication; (2) United Migrant Opportunity Services, Inc.; (3) Iowa Western Community College; (4) Massachusetts Department of Education; (5) Wisconsin Board of Vocational, Technical and Adult Education; (6) Center for Advanced Study in Education/City University of New York Graduate School; (7) Parkway Area Adult Basic Education; and (8) the ERIC Clearinghouse on Adult, Career, and Vocational Education and the Curriculum Coordination Centers. (KC)

ED 391 096 CE 070 724

Does Your Company Need a Workplace Skills Program?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 22p.; Prepared in partnership with Roane County Textile Industries, Levi Strauss and Company, and United Garment Workers of America.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; *Education Work Relationship; Employer Attitudes; Employment Practices; Futures (of Society); Inplant Programs;

ED 391 115 CG 026 327

An Evaluation of Learnfare Case Management Services.
SPONS. AGENCY- Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Attendance; Attendance Patterns; *Case Workers; *Program Evaluation; Secondary Education; Social Work; State Agencies; Welfare Agencies; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Learnfare; Wisconsin

Wisconsin's Learnfare program requires 13- to 19-year-old recipients of Aid to Families with Dependent Children (AFDC) to maintain good school attendance or risk losing a portion of their families' grants. The program offers those with attendance problems the opportunity to work with case managers to identify causes of their poor attendance, as well as services such as child daycare, transportation, and alternative education programs to assist in solving attendance programs. The case management process in 10 counties was reviewed. During the 1992-93 school year, poor attendance made more than 4,700 teenagers in these counties a priority for receiving case management services. County implementation of presanction procedures was also reviewed, as were steps in the case management process. It was estimated that 14.1 percent of teenagers for whom case management offers were defined as a priority actually responded to an offer and received an assessment. Two major barriers to effective delivery of case management services were: (1) in most counties, efforts to coordinate Learnfare services with the schools were inadequate; and (2) case managers received inadequate guidance in defining sound case management practices. Recommendations for improvement are provided. Appendices which account for half of the document include presanction notice, presanction checklist and 10 Wisconsin countries case management profiles. (JBJ)

ED 391 116 CG 026 334

CASA Fact Sheet.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Child Neglect; *Childrens Rights; Child Welfare; Elementary Secondary Education; Helping Relationship; Juvenile Courts; Juvenile Justice; Legal Aid; Public Service; Social Agencies; *Voluntary Agencies; Volunteers; Youth Agencies

Each year nearly 400,000 children in the United States are thrust into court through no fault of their own. Often these children also become victims of the United States' overburdened child welfare system. A Court Appointed Special Advocate (CASA) volunteer is a trained citizen who is appointed by a judge to represent the best interests of a child in court. Children helped by CASA volunteers include those for whom home placement is being determined in juvenile court. Most of the children are victims of abuse and neglect. This fact sheet, through a

ED 391 136 CG 026 786

McCoy, Donald Martin; Heritage, Jeannette G.
The Relationship of Dominance, Self-Esteem, and Life Satisfaction to Selected Variables.
PUB DATE- 26 Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Middle Tennessee Psychological Association (Nashville, TN, April 26, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; College Students; Higher Education; Individual Power; *Life Satisfaction; Mental Health; *Personality Traits; *Self Esteem; Sex Differences
IDENTIFIERS- California Psychological Inventory; Dominant Behavior; Good and Good Self Esteem Scale; Life Satisfaction Index A

In U.S. society dominance appears extremely desirable. The purpose of this study was an attempt to measure the relationship between dominance, self-esteem, and life satisfaction. Research questions were: "Do the people who score high on the Dominance scale of the California Psychological Inventory have higher self-esteem scores as measured by the Good and Good Self-Esteem Scale?" and "Do life satisfaction scores on the Life Satisfaction Index A show a significant correlation with dominance and self-esteem scores?" The subjects came from introductory psychology classes and upper-division psychology classes. There were 116 males and 188 females who took part in the study. The results indicated that those who scored high on the Dominance scale also scored high on the Self-Esteem scale. It was also found that those who scored higher on the Dominance and/or the Self-Esteem scale also had higher scores on life satisfaction. Upperclassmen scored higher on both dominance and self-esteem, and males scored higher on self-esteem. There were no interaction effects on gender, dominance, and self-esteem on life satisfaction. Contains 16 references. (JBJ)

ED 391 137 CG 026 787

Edwards, Sherri Reid; Heritage, Jeannette G.
Substance Abuse among Health-Care Professionals in Rutherford and Surrounding Counties.
PUB DATE- Nov 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Tennessee Counseling Association (Nashville, TN, November 22-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Personnel; *Health Occupations; *Health Personnel; Incidence; Physical Health; Professional Occupations; *Substance Abuse
IDENTIFIERS- Tennessee (Rutherford County)

Drug abuse is a serious problem in today's work force. It is found in every occupation, from the entry-level employee to the chief executive officer. Among health care professionals alcohol is the number-one substance abused, prescription drugs are second, and cocaine is third. Substance abuse among health-care professionals in Rutherford, Tennessee and surrounding

ED 391 157 CS 012 348

Williams, Paul L.; And Others
NAEP 1994 Reading: A First Look--Findings from the National Assessment of Educational Progress. Revised Edition.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 67p.; For the preliminary version, see ED 381 749.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *National Competency Tests; Racial Differences; *Reading Achievement; Reading Research; Regional Characteristics; Sex Differences; *Student Evaluation; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This revised report presents a look at national and state-level findings of students' overall proficiency in the National Assessment of Educational Progress (NAEP) 1994 reading assessment for grades 4, 8, and 12 and provides comparisons with the performance of their 1992 counterparts. The first chapter introduces the report, discussing topics such as the NAEP, the national sample, the trial state assessment program, the proficiency scale, achievement levels, and cautions in interpretations. The second and third chapters present a first look at the average reading proficiency and the attainment of achievement levels by America's students, discussing average national reading proficiency and average reading proficiency by region and by major reporting subgroups (race/ethnicity, gender, parents' educational level, public and nonpublic schools, and cross-state proficiency findings). Major findings include: (1) the average reading proficiency of 12th-grade students declined significantly from 1992 to 1994; (2) across all three grade levels, female students continued to display higher reading achievement than male students; (3) reading proficiency was higher on average for students whose parents had more education; and (4) students attending nonpublic schools displayed higher average reading proficiency than their counterparts attending public schools. Appendixes present national and state sample descriptions, reporting subgroup(s) definitions, comparisons among states based on average proficiency, cross-state proficiency and achievement level tabular summaries, and state contextual background factors. Contains 7 figures and 12 tables of data. (RS)

ED 391 158 CS 012 357

Venezky, Richard L., Comp.
The Read-Write-Now! Partners Tutoring Program. A Training Guide.
PUB DATE- 95
NOTE- 26p.; "A Joint Project of Hadassah and the United States Department of Education." For related booklets, see ED 384 017-018.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Reading Improvement; *Reading Instruction; *Reading Strategies; *Tutorial Programs; *Tutoring; Vocabulary Development; Writing Improvement; Writing Instruction

ED 391 178 CS 215 203

Walker, Melissa
Writing Research Papers. A Norton Guide. Third Edition.
PUB DATE- 93
NOTE- 414p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Computers; *Documentation; *Expository Writing; Higher Education; *Research Papers (Students); Research Skills; Secondary Education; *Student Research; *Writing Across the Curriculum; Writing Processes; Writing Skills
IDENTIFIERS- *Science Writing; Stylistics; *Writing about Literature

Designed to take students on a guided tour of entire research projects, from developing interests and focusing ideas to producing finished papers, through the experiences of five students, this book also provides exhaustive coverage of research mechanics. Checklists throughout the book (and indexed inside the front cover) allow students to review at a glance essential points covered within the text. The book also provides helpful information on the many uses of computers and word processors--from brainstorming to note taking, from sorting notes and outlining to preparing and printing the final paper. A new chapter in this third edition is "Writing about Literature"; it includes two sample papers: a documented close reading of "The Color Purple" and an argumentative paper on the controversies surrounding "Adventures of Huckleberry Finn." A significantly revised science chapter includes extensive information on the widely used Council of Biology Editors (CBE) style, as well as a sample paper on seed dispersal in tropical rain forests. Appendixes contain material on MLA (Modern Languages Association) style and an annotated list of selected reference works. (NKA)

ED 391 179 CS 215 204

Bernays, Anne; Painter, Pamela
What If?: Writing Exercises for Fiction Writers. Revised and Expanded Edition.
PUB DATE- 95
NOTE- 540p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; *Fiction; Figurative Language; Higher Education; Rhetoric; *Writing Exercises; *Writing Processes; *Writing Strategies
IDENTIFIERS- Authorship; Author Text Relationship; Writing Style

This book is designed to be a how-to-write-fiction guide that is long on specifics and short on theoretical material. Each section of the book deals with a separate element of fiction--characterization, dialogue, point of view, plot, etc. Every exercise in the book is introduced in an opening paragraph, followed by instructions for completing the exercise, the objective of the exercise, and frequently, by a student sample.

ED 391 197 CS 509 141

Lockford, Lesa
What's a Nice Scholar Like You Doing with a Topic Like This? Or Interpretive Communities Make Sense.
PUB DATE- 19 Nov 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; *Audience Response; Communication Research; Ethnography; *Feminism; Higher Education; *Speech Communication; Student Attitudes; Undergraduate Students
IDENTIFIERS- Aesthetic Response; Interpretive Communities; Southern Illinois University Carbondale

An ethnographic study explored the critical evaluations of audience members who viewed an ethnographic performance adapted, directed, and performed by a doctoral student in the Speech Communication Department on the campus of Southern Illinois University at Carbondale. The performance was a one-person show consisting of a series of personal narratives by female exotic dancers which were juxtaposed with excerpts from feminist theoretical discourse. By virtue of this juxtaposition, the narratives argued with and against those feminist perspectives. Evaluative responses were received from 17 undergraduate students who were required to attend the performance and write a critique as a class assignment. Responses were also received from graduate students in the performance studies concentration and three performance studies faculty members, all of whom attended a 1-hour oral critique/discussion following the performance. The majority of the evaluative comments made by the faculty and graduate students during the oral critique focused on the performance as a critical act, while informal comments before the performance raised issues about the performance's academic suitability. More than with any other critical context, the undergraduates' evaluations principally focused on the performance as an aesthetic event. The absence of aesthetic considerations from the faculty and graduate student critiques raises concerns about how the speech communication discipline values aesthetics. (Contains 27 references and 7 notes.) (RS)

ED 391 198 CS 509 142

Shulman, Gary M.; And Others
Assessment of the Learner Empowerment Measure.
PUB DATE- Nov 95
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Communication Research; Construct Validity; Factor Analysis; Higher Education; Interpersonal Communication; *Student Attitudes; Student Evaluation of Teacher Performance; *Student Motivation
IDENTIFIERS- Affinity Seeking Strategies; *Student Empowerment

A study refined a valid and reliable measure to measure learner

ED 391 216 CS 509 169

Cronn-Mills, Daniel; Cook, Jeff
Survey Opinions on Using a Manuscript in Oral Interpretation Events.
PUB DATE- Nov 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Debate; *Debate Format; Higher Education; Judges; *Oral Interpretation; *Student Attitudes; Student Surveys
IDENTIFIERS- *Debate Tournaments; *Manuscripts

A study examined the beliefs and attitudes of students, coaches, and judges on the use of manuscripts at the college level in oral interpretation events (prose, drama, program oral interpretation, dramatic duo, and poetry). Survey data were collected from students, coach-judges, and hired judges participating in a Midwestern forensics tournament during the fall 1994-95 season. Results indicated a wide range of beliefs and perspectives concerning the subject--from mandatory use of the manuscript to maintain author integrity to how a manuscript limits and/or detracts from a performance. Results also indicated that the strongest perspective was to maintain the manuscript, and that author intent emerged as the dominant theoretical perspective for the use of a manuscript. Findings suggest that manuscripts will continue to be used in competitive forensics because: (1) judges-coaches and students will continue to incorporate the author intent/objectivist theoretical perspective as a justification for using manuscripts; (2) participants are hesitant to alter long standing traditions in forensics; and (3) participants are concerned how the absence of a manuscript may impact judging decisions. (Contains six notes.) (RS)

ED 391 217 EA 027 164

Dear, Joseph D.
Creating Caring Relationships To Foster Academic Excellence: Recommendations for Reducing Violence in California Schools. Final Report.
PUB DATE- Oct 95
NOTE- 142p.; For Executive Summary, see EA 027 165. A product of the Advisory Panel on School Violence.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Conflict Resolution; *Discipline Problems; Elementary Secondary Education; *Juvenile Gangs; Parent Attitudes; *School Safety; *School Security; Student Attitudes; Teacher Attitudes; Teacher Education; *Violence
IDENTIFIERS- *California

California is the only state to require school-violence training as a condition for state certification of teachers, school administrators, and pupil service personnel. This report presents findings of a study conducted by the State of California Commission on Teacher Credentialing's advisory panel on school violence. The study identifies the effects of school

ED 391 234 EA 027 299

Johnson, Donald
The Promise of Brown: Has It Been Fulfilled?
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Civil Rights Legislation; Court Litigation; Cultural Pluralism; *Educational Equity (Finance); Educational Opportunities; *Educational Quality; Elementary Secondary Education; *Equal Education; Racial Discrimination; *Racial Integration; *Racial Segregation; Track System (Education)
IDENTIFIERS- *Brown v Board of Education

On April 10, 1994, The Metropolitan Center for Urban Education at New York University's School of Education sponsored its third conference on the impact of the famous "Brown v. Board of Education of Topeka" decision. Fourteen discussion groups analyzed the following questions: What was the promise of "Brown," and has that promise been fulfilled? Discussion groups explored the most efficacious strategies for achieving the promise of "Brown" in the present context. They also examined the more fundamental question of whether the "Brown" decision had been the giant step forward that most civil rights leaders a generation earlier had assumed it would be. This document summarizes the major points raised by the discussion groups, including those that pertained to other factors of racism: continued segregation, voluntary segregation on the part of blacks, integration versus quality education, the multicultural movement, tracking as the most recent form of segregation, local school financing, and the movement away from commitment to social programs of the 1960s. The issues provoked heated disagreements among participants as well as consensus in some areas. (LMI)

ED 391 235 EA 027 300

Ginsburg, Mark B., Ed.
The Politics of Educators' Work and Lives.
PUB DATE- 95
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Activism; Educational History; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; Political Power; *Politics of Education; *Social Action; *Social Change; Social Problems; *Teacher Responsibility; Teaching (Occupation)

This book was written to raise educators' consciousness and to encourage their active participation in the politics of everyday life in schools, educational systems, homes, and communities. Authors in nine chapters document and interpret the political action and inaction of educators in various settings. Contents include the following: (1) "Foreword: Recapturing the Political Dimension" (Maxine Greene); (2) "A Personal Introduction to 'The Politics of Educators' Work and Lives'" (Mark B. Ginsburg); (3) "Educators and Politics: Interpretations, Involvement, and Implications" (Mark B. Ginsburg, Sangeeta Kamat, Rajeshwari Raghu, and John Weaver);

ED 391 253 EA 027 322

Wincek, Jean
Negotiating the Maze of School Reform: How Metaphor Shapes Culture in a New Magnet School.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; *Educational Environment; Educational History; *Educational Innovation; Educational Philosophy; Ethnography; Institutional Mission; Leadership; *Magnet Schools; *Metaphors; Nontraditional Education; *Organizational Development; Primary Education; Teacher Role

This book traces the first year of a magnet school called Mega Center for Learning, established in 1990 in a large midwestern urban school district. It focuses on how the primary metaphors embedded in school documents and in stakeholders' perceptions and practices helped or hindered reform. Data were obtained from classroom observation; informal conversations; observations of assemblies and meetings; interviews with teachers, staff, the principal, and two district-level administrators; observation of the principal; focus-group interviews with parents and students; and document analysis. Following the introductory chapter, chapter 2 describes the research design. The third chapter surveys the history of schooling in the United States since the late 1800s, emphasizing metaphors included in major movements. Chapter 4 examines the power of metaphor, looks at what researchers are suggesting as changing roles and relationships in schools, and links these two ideas to the notion of school culture. Chapters 5 through 8 address Mega Center's four major institutional metaphors--vision, families, teams, and vision-keeper--showing the influence of these metaphors on changing educational practices and on the school's culture. Chapter 9 links the major metaphors operative during Meta Center's first year and the diverse images of schooling found in the history of school reform. Suggestions for forging stronger links between language and practice are offered. Reformers cannot assume that stakeholders share common metaphors. It is important to examine the metaphorical underpinnings of language and the effects of metaphors on change efforts. (Contains 82 references.) (LMI)

ED 391 254 EA 027 323

Wilson, Thomas A.
Reaching for a Better Standard. English School Inspection and the Dilemma of Accountability for American Public Schools.
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Policy; Elementary Secondary Education; Evaluation Methods; *Evaluators; Foreign Countries; Government School Relationship; *Inspection; Observation; Performance; Quality Control; School Effectiveness; *Standards
IDENTIFIERS- *England

This book provokes a re-examination of how expert knowledge, not practitioner know-how, has come to dominate how Americans judge

ED 391 272 EC 304 521

Montgomery, Deborah L.
The Impact of the Kentucky Education Reform Act on Special Education Programs and Services: Perceptions of Special Education Directors. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 32p.; For a related paper, see ED 381 931.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Disabilities; *Educational Finance; Elementary Secondary Education; Expenditure per Student; Expenditures; *Financial Policy; Income; Regular and Special Education Relationship; Resource Allocation; *Special Education; *State Legislation; State School District Relationship; State Standards
IDENTIFIERS- *Funding Formulas; Kentucky; *Kentucky Education Reform Act 1990

This paper describes the views of special education directors in 17 Kentucky school districts concerning effects of a 1990 law, the Kentucky Education Reform Act (KERA), which called for systemwide change in education and instituted a finance system, Support Education Excellence in Kentucky (SEEK), which uses a pupil weighting system. The study addressed cost questions comparing statewide expenditures with revenues generated for special education services, analyzing special education expenditures and revenues by types of school district, and comparing the three pupil weights used under KERA with actual costs of serving various categories of students. Overall, interviewees viewed the SEEK funding system as an improvement over the previous funding mechanism and approved the greater flexibility resulting from the blending of special and regular education funds. Directors also identified concerns with the new system, including insufficient state and federal funds to support appropriate placements, related services, staff development, materials, transportation, and facility modifications. Continuing issues of concern also included the burden of paperwork, mandated caps on class size, regulations governing the use of technology funds, and reimbursement for transportation. Policies encouraging inclusion were seen as having contributed to better use of special education resources and personnel but also have resulted in increased needs for instructional support and related service personnel, staff development, building modifications, and materials, equipment, and transportation funds. An appendix explains the SEEK formula. (DB)

ED 391 273 EC 304 522

Fankhauser, Marcia
Washington State Services for Children with Deaf-Blindness. Final Project Report, October 1, 1992-September 30, 1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 391 290 EC 304 539

Taylor, Janeen M.; And Others
Special Instruction in Early Intervention: Task Force Report.
PUB DATE- Jan 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Care Occupations; Community Based Instruction (Disabilities); Day Care; Definitions; *Disabilities; Early Childhood Education; *Early Intervention; Individualized Family Service Plans; Inservice Education; *Paraprofessional School Personnel; *Special Education; Special Education Teachers; Staff Development; *State Standards; Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Maryland

This report describes deliberations and recommendations of a Maryland task force to examine issues and develop policy recommendations related to "special instruction" as an early intervention service. It specifically concerns the relationship between special instruction and specialized child care; personnel qualifications; and provision of early intervention services in natural environments. The federal definition of "special instruction" as an early intervention service is presented and discussed, as is Maryland's use of "specialized child care." Personnel standards required of early intervention personnel and the role of the special educator when other personnel provide direct instructional services are considered. The importance of providing services in natural environments in family-centered and community-based early intervention services is stressed. The following recommendations are made: (1) special instruction should be designed as part of the Individualized Family Service Plan process and implemented by a certified special educator or other appropriately qualified personnel; (2) special instruction should be provided in natural environments and settings including child care settings; (3) personnel who carry out special instruction strategies under the supervision of a special educator in excess of 15 percent of their employment hours should meet suitable qualifications; and (4) the Comprehensive System of Personnel Development should address the training needs of personnel who carry out special instruction under the supervision of a special educator, including educational assistants, child care professionals, early childhood teachers, and other relevant personnel. The federal definition of early intervention services and Maryland's personnel standards for early intervention service providers are appended. (DB)

ED 391 291 EC 304 540

Reeves, Lynda P.
Peabody Developmental Motor Scales Gross and Fine Motor Skill Performance of Young Children with Speech and Language Delays versus the National Norms.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the National Association for Sport and Physical Education/American Alliance for Health, Physical Education, Recreation and Dance National Early Childhood Conference (Arlington, VA, May 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 391 308 EC 304 557

New Jersey Technical Assistance Project (N.J. TAP): "Educational Resources and Support Services on Behalf of Children with Multiple Sensory Impairment." Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Dec 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Delivery Systems; Disability Identification; Early Intervention; Elementary Secondary Education; Family Programs; Inclusive Schools; Infants; Information Dissemination; *Inservice Education; Multiple Disabilities; Parent Education; Preschool Education; *State Programs; Statewide Planning; *Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- Early Identification; *New Jersey

This final report describes activities and accomplishments of the New Jersey Technical Assistance Project, a project to improve educational resources and support services for students with multiple sensory impairment (deaf-blindness). Activities and accomplishments are presented in a tabular format for each project goal and objective. The project addressed seven major goals: (1) improved early identification of infants, children, and youth with multiple sensory impairment; (2) improved provision of an appropriate intervention system for all infants (0-2 years) and their families identified with or at risk for multiple sensory impairment; (3) expansion of opportunities for these children to be educated within their home schools and community environments and/or least segregated/restrictive environment; (4) coordination of educational programs, associated community services, and adult service systems toward providing a smooth transition from school to adulthood for youth with deaf-blindness; (5) provision of services to families to make them more active participants in the education and habilitation of their child; (6) improvement of the existing statewide service systems to better address the needs of this population; and (7) effective and efficient project management. A sample project brochure is attached. (DB)

ED 391 309 EC 304 558

Hoskins, Barbara
Developing Inclusive Schools: A Guide.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Consultation Programs; Cooperative Programs; Curriculum Development; *Disabilities; Educational Change; Educational Cooperation; Educational Planning; *Educational Practices; *Educational Principles; Elementary Secondary Education; *Inclusive Schools; Leadership; Mainstreaming; Problem Solving; Resistance to Change; Self Esteem; Student Behavior; Student Motivation; Teacher Role;

ED 391 326 EC 304 575

Fowler, Susan A.; And Others
FACTS/LRE: Family and Child Transitions into Least Restrictive Environments. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 15 Dec 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Disabilities; *Early Intervention; Educational Practices; Family Involvement; Information Dissemination; Inservice Education; *Mainstreaming; Outreach Programs; Preschool Children; Preschool Education; Regional Programs; School Readiness; *Technical Assistance; *Transitional Programs
IDENTIFIERS- Illinois; Indiana; Kansas

This final report describes activities and accomplishments of the FACTS/LRE (Family and Child Transitions into Least Restrictive Environments) project, a 2-year project to promote best practices in the transition process of 3-year-olds with disabilities from early intervention to preschool programs. The project delivered technical assistance to agencies in three states (Illinois, Kansas, and Indiana) and 50 local communities. Technical assistance focused on five components of the transition process: (1) interagency agreements; (2) family involvement; (3) time lines; (4) least restrictive environments; and (5) evaluation. The project resulted in training 39 teams and developing 28 interagency agreements on transition, of which 10 have been signed. Other project accomplishments included development and dissemination of five manuals for family members and practitioners and presentations at conferences. Individual sections of the report describe the project's goals and objectives, conceptual framework, outreach and dissemination activities, logistical problems and their resolution, evaluation findings, impact, and future activities. Appendices provide additional documentation of technical assistance to outreach sites, outcomes of technical assistance in writing interagency agreements, and dissemination and public awareness activities. (DB)

ED 391 327 EC 304 576

Chandler, Lynette K.; And Others
Planning Your Child's Transition to Preschool: A Step-by-Step Guide for Families. FACTS/LRE Information Series #4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 54p.; A publication of Family and Child Transitions into Least Restrictive Environments.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; Family Involvement; Family School Relationship; *Parent Participation; Parent Rights; Preschool Children;

ED 391 346 EC 304 595

Stange, Terrence V.; Carter, Ellen J.
Gifted Middle Grade Readers: Attitudes and Interests in the 90's.
PUB DATE- May 95
NOTE- 20p.; Paper presented at the Annual Convention of the International Reading Association (40th, Anaheim, CA, May 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Age Differences; *Gifted; Intermediate Grades; Junior High Schools; *Literary Genres; Middle Schools; *Reading Attitudes; *Reading Interests; *Sex Differences; Student Attitudes; Student Interests
IDENTIFIERS- *Middle School Students

This qualitative study examined the attitudes and interests of 284 gifted readers in grades 6, 7, and 8. Students were from a high socioeconomic status, suburban school district in the midwestern United States and were either identified as gifted or had a history of involvement in a program for the gifted. Data collection instruments included a three-part Likert rating of interest for 34 reading genre and the Mikulecky Behavioral Reading Attitude Measure (MBRAM). The following conclusions were drawn: readers displayed a high interest in mystery, humor, fiction, and magazines. They showed a low interest for reference, health, westerns, religion, geography, math, computer science, and how-to books. When the five stages of attitude internalization were evaluated from the MBRAM, it was found that females dominated the representation across grade levels and stages of attitude internalization with only slight differences evident in grade 7 for attending stage. Females also dominated at the higher levels of attitude internalization such as valuing, organization, and characterization. Declining interest in reading and in number of genres with age was also found. Results suggest a need for curriculum to incorporate genres of high interest while working to expand the number of genres of interest to middle school students. (Contains 11 references.) (DB)

ED 391 347 EC 304 597

Teddlie, Charles
Services for Children with Deaf-Blindness in Louisiana. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 29 Dec 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Disability Identification; Elementary Secondary Education; *Inservice Education; Needs Assessment; Parent Education; *State Programs; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Louisiana

This final report describes activities and accomplishments of the Services for Children with Deaf-Blindness project, a 1-year federally supported project in Louisiana to improve identification and curriculum for these children by providing

ED 391 366 FL 023 520

Barfield, Susan C.; Rhodes, Nancy C.
Review of the Eighth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia, 1993-94.
PUB DATE- Oct 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Elementary Education; Federal Aid; Financial Support; FLES; *Immersion Programs; Inservice Teacher Education; *Instructional Innovation; Parent Participation; Program Descriptions; Program Design; Program Development; Program Effectiveness; Program Evaluation; Reading Instruction; *Second Language Programs; *Spanish; Writing Instruction
IDENTIFIERS- *Arlington Public Schools VA

The partial immersion program at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, continued to be successful in its eighth year. Reasons for success include: dedication and in-depth understanding of immersion philosophy among principal, coordinator, teachers, and staff; innovations in both English and Spanish portions of the day, especially in approaches to reading and writing; active parent involvement; supplemental federal funding; and continued central office support. Tests indicate participating students have progressed in academic areas as well as or better than other students at their grade level, both within the school and in comparison with state and national norms. Recommendations for the next year include: improved articulation with middle and high school programs for continued integrated content area and language instruction; continued expansion of teaching strategies; involvement of immersion teachers in the planning of in-service training; and continued classes for parents, including English for Spanish parents and Spanish for English parents. (MSE)

ED 391 367 FL 023 521

Barfield, Susan
Review of the Ninth Year of the Partial Immersion Program at Key Elementary School, Arlington, VA, 1994-95.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Elementary Education; Federal Aid; Financial Support; FLES; *Immersion Programs; Inservice Teacher Education; *Instructional Innovation; Mentors; Parent Participation; Program Descriptions; Program Design; Program Development; Program Effectiveness; Program Evaluation; Reading Instruction; *Second Language Programs; *Spanish; Writing Instruction

The partial immersion program at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, continued to be successful in its ninth year. Reasons for success include: dedication and in-depth understanding of immersion philosophy among principal, coordinator, teachers, and staff; innovations in both English and Spanish portions of the day, especially in approaches to reading and writing; active parent involvement; supplemental

ED 391 387 FL 023 563

Adams, Thomas W.
The Changing Social Content of ESL Textbooks in the USA.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational History; Educational Trends; *English (Second Language); Minority Groups; Racial Bias; Second Language Instruction; Sex Role; *Sex Stereotypes; Social Class; *Social Influences; *Social Values; *Sociocultural Patterns; *Textbook Content; Trend Analysis

An analysis of English-as-a-Second-Language (ESL) textbooks published in the United States from the 1950s through the 1980s focuses on incidental but pervasive social messages contained in their content, including restriction to middle class populations and values, stereotyped sex roles, lack of visibility of minorities, negative messages about minority groups, and treatment of some socially sensitive topics such as divorce. Substantial changes, most of them positive, are found in the content of ESL textbooks over this period. Social and political factors influencing this change are examined, and additional goals held by some for these materials are discussed. It is concluded that, judged by today's standards, ESL textbooks of the 1950s can be faulted on grounds of both accuracy and fairness. However, some tension exists between accuracy and fairness in portrayal of members of society; when accuracy and fairness come into conflict, the tendency is often for accuracy to yield to fairness. Current textbooks portray U.S. society more accurately than in the past by including much greater social diversity. Contains 30 references. (MSE)

ED 391 388 FL 023 564

Angelini, Eileen M.
Taking the Foreign Out of Foreign Languages for Pre-Professional Students.
PUB DATE- 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, IL, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; French; Higher Education; *Language Teachers; Personal Narratives; *Professional Education; Second Language Instruction; *Second Languages; Student Experience; *Teaching Experience; *Vocational Adjustment

One college language teacher recounts her personal experience of the transition from graduate student in French studies to the only full-time language faculty member at a small pre-professional college, focusing on the ways in which she was underprepared for the work expected of her. Despite substantial language teacher training and experience abroad, her qualifications did not match the needs of professionally-oriented students. Difficulties encountered in meeting those needs and expectations include: lack of student motivation to study beyond the language requirement; having to develop a

ED 391 407 HE 028 843

Clott, Christopher B.

The Effects of Environment, Strategy, Culture, and Resource Dependency on Perceptions of Organizational Effectiveness of Schools of Business. ASHE Annual Meeting Paper.

PUB DATE- Nov 95

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Education; Environmental Influences; Higher Education; Models; *Organizational Effectiveness; *Predictor Variables; Resource Allocation; Strategic Planning

IDENTIFIERS- *ASHE Annual Meeting; *Cameron Model of Organizational Effectiveness; Organizational Culture

This study utilized Cameron's (1978) construct of organizational effectiveness to identify the relationship between the predictor variables of: (1) managerial strategy; (2) organizational culture; (3) change in the external environment; and (4) resource dependency, using causal modeling procedures. This construct is a theoretical framework that incorporates the use of multiple perspectives that can be recorded in relationship to one another. The study is based on a survey of 304 academic deans of American Assembly of Collegiate Schools of Business member programs for the United States and Canada. The findings suggest that internal organizational culture has the most important influence on organizational effectiveness, with some support for managerial strategy as a key indicator of effectiveness. (Contains 74 references.) (Author/MDM)

ED 391 408 HE 028 844

Huang, Ya-Rong

The Accentuation Effect of Academic Majors on Undergraduate Work Values and Holland's Theory. ASHE Annual Meeting Paper.

PUB DATE- Nov 95

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Altruism; Creativity; Higher Education; *Influences; *Majors (Students); Student Attitudes; Success; Talent; *Undergraduate Students; *Values; *Work Attitudes

IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program; *Hollands Theory of Occupational Choice

This study examined the accentuation effects of academic majors on the work values of undergraduates at four-year colleges and universities, focusing on five variables: (1) career eminence; (2) financial success; (3) administrative leadership; (4) expression of artistic creativity; and (5) altruism. It is based on Holland's theory of career choice as a conceptual framework, in which most individuals can be categorized as one of six types based on their vocational interests: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional (RIASEC). Using student data (n=3,000 students) from the Cooperative Institutional Research Program 1985-89 database,

ED 391 427 HE 028 863

Goldsmith, Sharon S.
Beyond Restructuring: Building a University for the 21st Century. ASHE Annual Meeting Paper.
PUB DATE- 3 Nov 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); College Administration; Educational Change; Educational Innovation; Educationally Disadvantaged; Ethnography; Futures (of Society); Higher Education; *Institutional Mission; *Institutional Research; Multicultural Education; Organizational Change; Organizational Climate; Organizational Development; Organizational Objectives; Participative Decision Making; Planning; Resistance to Change; School Organization; State Universities; *Theory Practice Relationship
IDENTIFIERS- *ASHE Annual Meeting; *California State University Monterey Bay; Organizational Analysis; Organizational Behavior; Organizational Culture; Organizational History; Organizational Structure

This ethnographic study of the creation of a new public university, California State University, Monterey Bay (CSUMB), highlighted the struggle of the founders to build a collective identity based on a distinctive vision for the 21st century. The original plan envisioned a model pluralistic academic community with a culture of innovation that included a mission to serve historically under-educated and low income populations, a commitment to multi-lingual and multi-cultural values, instructional innovation, and collaborative administration. Using participant observation, formal and informal interviewing, and content analysis, the study began with systematic collection of documents related to the founding of CSUMB in March of 1993, attendance at meetings at the planning office in 1993 and 1994, and appointment of the researcher to a post at CSUMB as visiting scholar. The focus of data collection and analysis was on how people transformed values into organizational realities. Analysis of the process unfolding at CSUMB found that the process resembled a dramatic play: first a period devoted to setting the stage, next a prologue, then Act 1 as key players and the growing cast of characters share the excitement of coming together for opening in the fall of 1995, followed by Act 2 and a sense of fragmentation as traditional patterns confront the CSUMB vision of non-hierarchical organization. The process of culture formation at CSUMB appeared to be a dynamic and fluid struggle to identify, acknowledge, define, and solve problems. An appendix contains a copy of the CSUMB vision statement. (Contains 65 references.) (JB)

ED 391 428 HE 028 864

Little, Chloe D.
Grandparents Going to College: Late-Life Students. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando,

V. Eastmond). Volume 5, number 2 includes the following: "Technology in the Classroom of the Future" (Wayne Hartschuh); "Model Building and Strategic Planning in Continuing Higher Education" (Paul J. Edelson); and "Culture Wars" book review (Michael E. Ehringhaus). Volume 6, number 1 has the following articles: "Characteristics of Adult Education Students and the Factors which Determine Course and Program Completion" (Mary F. Sheets); "Working toward More Effective Adult Christian Education" (Robert C. Ballance); and "In a Different Voice" book review (Susan Slusarski). Contents of volume 6, number 2 are as follows: "Customer Satisfaction Studies" (James A. Farmer, Jr. et al.); "Bringing the Partners together in Workplace Literacy" (M. C. Taylor et al.); and "Killing the Spirit: Higher Education in America" book review (Terrence R. Redding). Volume 7 includes these articles: "Radical Adult Education with Older Persons" (Eric Friedrich); "Theory-Based Practice" (John L. Lewis, Barbara K. Mullins); "The Need for Continuing Education for the Deaf" (Kimberly A. Townsend); and "Towards an Anti-Racist, Feminist Teaching Method" (Tania Das Gupta). (SK)

ED 390 984 CE 068 706

Ross, Joanne
State Organizational Survey, 1994-1995.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrative Organization; Administrator Characteristics; *Adult Education; Agency Cooperation; *Educational Administration; *Financial Support; Program Costs; Staff Utilization; *State Departments of Education; State Programs; Tables (Data)

This document consists of eight graphs/lists and nine tables summarizing the results of the National Adult Education Professional Development Consortium's second biannual survey of administrative practices for the state and territorial adult education offices. Data are presented on the following topics: state staffing patterns; state services overseen; federally funded programs managed; state directors' salaries; state agencies; interagency collaboration, support, and agreements; agency restructuring; state-local funding processes; and local program characteristics and staffing patterns. The following are among the findings included: (1) in 1992, 21 state directors managed staffs of fewer than 5 people, whereas only 17 state directors had staffs of fewer than 5 people in 1994; (2) in 1994, adult education staff had a median salary of $39,000 and an average salary of $37,519, and the national average and mean salaries of state directors equaled $52,498 and $50,000, respectively; (3) 11 states reported agreements with their departments of labor, 28 reported agreements with their departments of human services/welfare/social services, 8 reported agreements with their departments of corrections, and 5 had agreements with their departments of vocational rehabilitation services; and (4) programs in 14 states/territories were restructured in 1993 or 1994. (MN)

ED 390 985 CE 069 474

Tucker, Marc
A School-to-Work Transition System for the United States.

compensation, 70% were given a different job, 80% were given adequate time from the job, 90% were given rest time to compensate for their CTS, and 92% considered the follow-up treatment they received adequate. All 30 respondents believed that CTS has reduced their job performance/abilities. The respondents were concluded to have a very good working knowledge and understanding of CTS; however, existing education and information concerning CTS was deemed ineffective and haphazard in certain occupations. It was therefore recommended that dispensing of information about CTS should be both part of the employee orientation process and an ongoing part of employee education in work and medical settings. (Contains 13 references.) (MN)

ED 391 003 CE 070 449

Pucel, David J.; Lyau, Nyan-Myau
An Organization's Economic Return on Training Investment.
PUB DATE- Sep 95
NOTE- 13p.; Paper presented at the World Conference of the International Federation of Training and Development Organizations (24th, Helsinki, Finland, September 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cost Effectiveness; Foreign Countries; *Industrial Training; *Manufacturing Industry; Outcomes of Education; *Productivity; *Program Costs
IDENTIFIERS- *Return on Investment; *Taiwan

A study examined the relationship between investment in training and labor productivity in a sample of 237 large and medium-size Taiwanese firms producing auto parts. Of the 162 firms (68.4%) that returned usable questionnaires, 142 (59.9%) had training programs and 131 (55.3%) provided full cost data. The data were analyzed by multiple regression to determine the relationship between investment in training and labor productivity at the firm level while controlling for other variables affecting labor productivity. In U.S. dollars, the 131 firms' total training costs in 1992 averaged $79,784 ($31,847 in direct costs and $47,937 in opportunity costs). The number of workers per firm averaged 285, and the firms' per-worker training investment and direct training costs averaged $280 and $112, respectively. The average yearly sales per worker for all the firms reporting training was $91,280. A multiple regression analysis established that, if an average firm had a current value added per worker of approximately $43,040 and an average investment in total training cost per worker of $280, increasing the investment in training per worker by 10% ($28) could yield an increase in value added per worker of $430, provided the increase could occur without any need for compensatory investments in capital or other additional resources. (Contains 18 references.) (MN)

ED 391 004 CE 070 450

Wagner, Richard J.
Research on the Effectiveness of Outdoor Management Training.
PUB DATE- Sep 95
NOTE- 11p.; Paper presented at the World Conference of the International Federation of Training and Development Organizations (Helsinki, Finland, September 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Articulation (Education); Case Studies; *Educational Change; Educational Development; Educational Research; Foreign Countries; Job Skills; *Labor Force Development; *Labor Needs; *Occupational Information; Postsecondary Education; Secondary Education; Standards; *Vocational Education

IDENTIFIERS- *Bangladesh

The National Council for Skill Development and Training and the Bangladesh Technical Education Board (BTEB) determine the technical vocational education and training (TVET) policy guidelines and implementation strategies. The TVET programs run by the government agencies, nongovernmental agencies, and private institutions are nonstandard and nonformal except for the vocational training institutes and technical training centers. The TVET system is quite inadequate to meet the internal job market and overseas employment demand for skilled workers. The National Skill Standard (NSS) classification is not in operation in the job market. The main thrust of TVET reform is the introduction of NSS both in the job market and in the training institutions. Significant issues that require attention are as follows: (1) a large-scale unmet demand for skilled labor in the internal job market and for overseas employment warrants strengthening of TVET facilities; (2) NSS classification should be established and put into operation in the internal job market and for overseas employment; and (3) the TVET system should be articulated with the general stream of education. (Appendixes include the NSS classification, and tables detailing gross domestic product and employment and demand for skilled workers. Contains 18 references.) (YLB)

ED 391 022 CE 070 588

Yu, Zuguang; Zeng, Zida

Reform of China's Technical and Vocational Education in the Transition from a Planned Economy System to a Socialist Market Economy System--A Case Study. Case Studies on Technical and Vocational Education in Asia and the Pacific.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 94

NOTE- 17p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Competency Based Education; Curriculum Development; Economic Development; Educational Certificates; *Educational Change; Educational Development; Elementary Secondary Education; Foreign Countries; Job Skills; *Labor Force Development; *Labor Needs; Postsecondary Education; Student Certification; *Vocational Education

IDENTIFIERS- *China

Since the early 1990s, China's government has followed a socialist market economy system. Accordingly, the technical and vocational education (TVE) should be restructured to meet its needs. Reform of the TVE system has four aspects. First, reform of the planning system includes a move from a central plan of enrollment to planning according to local needs, a move from government assignment of jobs to students seeking their own jobs, and a move from total government funding to mixed funding from government, fees from students, donations from enterprises, and profits from school-run enterprises. Second, reform of the administration system involves a shift from TVE schools set up by government departments to the encouragement instruction. On August 17, 1876, shops in which all the mechanic arts needed by prospective engineers would be taught were established at MIT. As a result of the publicity provided by Runkle, manual training schools took root across the United States. The two most influential were in St. Louis (Missouri) and Chicago (Illinois). At Washington University, Calvin Woodward established the Manual Training School. His method of organizing instruction was so attractive that the St. Louis public schools took up manual training. At the time of its inception, the Chicago Manual Training School was the only independent educational institution of its kind in the world. Due to opposition from traditional educators who subscribed to faculty psychology (the theory that the brain consisted of faculties that could be strengthened through mental training) and who controlled the content of public education, manual training took hold first in private schools and at the elementary education level. Forces contributing to the demise of manual training were its association with the discredited theory of mental training, the novelty effect, and the increased demand for skilled workers and vocational education. (Contains 15 references.) (YLB)

ED 391 040 CE 070 612

Wang, Dan-Shang; Hsieh, Yuh-Er
Vocational Education Influence on Underemployment in Taiwan, Republic of China.
PUB DATE- 2 Dec 95
NOTE- 23p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association, American Vocational Association Convention (Denver, CO, December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Employed Women; Females; Foreign Countries; Males; *Outcomes of Education; Secondary Education; *Underemployment; Unemployment; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Taiwan

A study to identify the influence of vocational education on an individual's underemployment analyzed data from a Taiwan labor use survey conducted in May 1993. Data were restricted to 9,415 respondents who were currently employed, aged 20-65, and not in the army; who had participated in general or vocational high school education; and for whom all data were complete. Findings indicated the following: males found full-time employment more easily; male vocational business high school participants were less likely to be underemployed than male general high school participants; younger people were less likely to be underemployed than those above age 40; and married women had a higher probability of being underemployed than single women, whereas married men had a higher probability of becoming fully employed than single men. Living in a region with a high unemployment rate made female and general high school participants more likely to become underemployed. Women or general high school participants who lived in a municipality were more likely to be fully employed than their reference groups who lived in rural areas. The probability of being underemployed was higher for workers in the service sector than those in the industry sector. The probability of being fully employed was higher for workers in a large company. Men or general high school participants who had changed jobs in the last year had a higher probability of becoming underemployed.

implementation of the program. The manual contains 10 chapters organized in 4 sections. The two chapters of the first section introduce tech prep, provide a rationale for tech prep and explain the tech prep program. In the second section, three chapters contain information about the planning phase, explaining the tech prep consortium, defining the tech prep program, and providing organizing tips for the program. The three chapters of the third section covers the implementation phase of a tech prep program, including inservice education for teachers, curriculum changes, and involving business and industry. The final section contains two chapters on implementing the tech prep program, with information about promotion and evaluation. Four appendixes contain definitions, a list of 19 resources, a tech prep checklist, and a list of core proficiencies. (KC)

ED 391 058 CE 070 642

Food Science and Personal Nutrition. Instructor's Manual and Student Workbook.
PUB DATE- 96
NOTE- 750p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Career Awareness; Competence; Competency Based Education; Consumer Economics; Cooking Instruction; *Course Content; *Foods Instruction; Health Education; High Schools; Home Economics; *Learning Activities; Nutrition; *Nutrition Instruction; *Teaching Methods; Test Items; Transparencies; Units of Study

This packet contains an instructor's manual, instructor's resource package, and a student workbook for an 18-week course in foods and nutrition for students in grades 10-12. The curriculum has the following goals: to help students apply science concepts and principles to their daily lives; to provide students with accurate information about foods and nutrition as a basis for making informed food choices; to help students build consumer skills and workplace skills; and to heighten student awareness of the global context of food and of the many opportunities in nutrition-related careers. The instructor's manual contains the following: information on measuring student performance gains; required criteria for competency based education; a curriculum and duty and task crosswalk; a basic skills matrix; a profile of training mastery; and one set per unit of an instructor's guide, answers, and test code sheets. The instructor's resource package contains one set per unit of a learning activity package sheet, transparency masters, and written test. The student workbook contains one set per unit of objective sheets, information sheets, assignment sheets, and job sheets. The 11 units of the curriculum cover the following topics: valuing food in your world; examining food, nutrients, and the body; handling and storing food; using recipes; applying food science principles; profiling food products; making healthy food choices; developing consumer skills; planning home-prepared meals; serving and dining etiquette; and exploring careers. (KC)

ED 391 059 CE 070 645

Kershaw, Isaac; McCaslin, N. L.

issues are of most concern to them. The results of the study were based on questionnaires completed in the summer of 1991 by 785 women (of 1,651 surveyed) who were working for 45 different employers. Some of the results of the study were as follows: (1) most of the women had taken only one break, at about age 30, and most had returned to full-time employment, although a significant percentage had worked part time at some time or were doing so at the time of the survey: (2) the women were mildly positive about most aspects of their breaks; (3) childcare concerns and the desire for time off when childcare arrangements break down were the most frequent concerns of the women; (4) one-third of the women had been promoted since returning to work; (5) most of the women wanted flexible hours and many had such arrangements; many also wanted to work part time but would not do so because of perceived damage to their careers; (6) the respondents were generally positive about access to training and development, did not feel isolated, and thought attitudes toward working mothers were improving; and (7) the stress of combining work with family life emerged as the most negative aspect of their experience. (The document includes 42 appendixes that contain the questionnaire and analyses of study data. The report contains 18 references.) (KC)

ED 391 077 CE 070 692

Callender, Claire
Will National Vocational Qualifications Work? Evidence from the Construction Industry.
SPONS. AGENCY- Employment Dept., London (England). Training, Enterprise, and Education Directorate.
PUB DATE- Aug 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Construction Industry; *Credentials; Educational Needs; *Employer Attitudes; *Employment Practices; *Employment Qualifications; Foreign Countries; *Job Skills; Job Training; Policy Formation; Public Policy
IDENTIFIERS- *National Vocational Qualifications (England)

A study was conducted in Britain between October 1990 and June 1991 to evaluate the implementation and delivery of National Vocational Qualifications (NVQs) and the implications for the training of trainers. (NVQs are a device for assessing performance; they represent the systemization of the skills and competencies required in a wide variety of occupations and at different levels.) The study focused on the construction industry but its findings are applicable to many other industries. Data were collected through 20 in-depth interviews with key organizations concerned with the introduction of NVQs generally and in the construction industry in particular, and 7 case studies were made of a cross-section of construction companies and their off-site training providers. The research identified two sets of issues that together are inhibiting and negating the use of NVQs: (1) structures that are necessary preconditions for the implementation of NVQs are inadequate, particularly in access to information about NVQs and in funding and resources for training providers, employers, and trainees; and (2) industrial organizations are causing NVQs that are not occupationally based to proliferate and inhibit the transfer of skills between and within industries, and many NVQs are too limited and narrowly defined. The research showed the need for the training of trainers to maintain high training standards and the credibility of NVQs. The study concluded that the

*Job Skills; *Literacy Education; *On the Job Training; Postsecondary Education; *Workplace Literacy

This document provides a rationale for a company to install a workplace skills program and suggestions for finding help in implementing such a program. Topics covered include the following: (1) changing literacy standards; (2) the changing work force and high performance workplaces; (3) cost of hiring new employees versus training current employees; (4) determining whether a workplace skills partnership help a company and whether a company needs a skills program; (5) benefits of a workplace skills program to the company and to the employees; (6) what the National Workplace Skills Demonstration Project can provide to a company; (7) workplace skills program options; (8) contributions a company can make to a workplace skills partnership; (9) deciding if a workplace skills program would be beneficial; (10) estimating skill gaps and company needs; and (11) the skills included in the report of the Secretary's Commission on Achieving Necessary Skills (SCANS) (KC)

ED 391 097 CE 070 726

State Profiles for Family Literacy.
PUB DATE- Jul 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Compliance (Legal); *Early Childhood Education; *Family Programs; Federal Legislation; *Literacy Education; Program Descriptions; Program Implementation; *State Programs
IDENTIFIERS- *Family Literacy

This report provides an overview of how the federally funded, state-administered adult education program under the Adult Education Act, as amended by the National Literacy Act, expanded programs and services to eligible parents and their children through family literacy programs in program year 1993-94. Some programming efforts include unified programs that integrated adult basic education, parenting skills, early childhood education, parent and child time, and home visits. The profiles were compiled from information collected through telephone conversations with selected state directors of adult education or staff members and reviews of state plans and annual narrative reports. Profiles of 50 states and the District of Columbia are included in this publication. The profiles include information on the following: state staff contacts, funding sources, number of family literacy programs, program implementation, ages of children served, curriculum used with children, parent and child assessment tests, coordinating agencies or organizations, staff development, issues and barriers, and special efforts. (KC)

ED 391 098 CE 070 727

Hammons, Frank T.
Florida Tech Prep Education Evaluation Model.
PUB DATE- Dec 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

question and answer format, explains what CASA is, the role of a CASA volunteer, affiliations of CASA, and the history of CASA. A map of the United States details the locations of the 556 CASA programs located in all 50 states. (JBJ)

ED 391 117 CG 026 346

Richtsmeier, Cyndy
Components of a Successful Program that Serves Pregnant and Parenting Students.
PUB DATE- 5 May 95
NOTE- 32p.; Program paper for a Master's Degree in Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Parenthood; High Schools; High School Students; *Pregnant Students; *Program Descriptions; Program Guides; Special Needs Students; Student Rights; Unwed Mothers; *Youth Problems
IDENTIFIERS- California

For generations American society and educational institutions have considered pregnant and parenting female students as throwaway students. They have been given little consideration or encouragement to stay in school. At times they were not even allowed to attend school. With 80% of teenage mothers never finishing high school, it is vital to look at the problems that keep these teen parents from attending school. Using insight gleaned from the experiences of California's Nueva Vista High School Ridgway Teen Parent Program, this paper describes the needs of pregnant and parenting students and the successful service components needed to support them in reaching their goal of high school completion. A series of developmental stages necessary for a program to achieve student success is outlined. A discussion of the role of community agencies including how they can be used to provide much needed support services is also developed. Four appendices present a survey of program needs and information on regional contact persons. (JBJ)

ED 391 118 CG 026 359

Reitman, Melinda T.
Providing Post Legal Family Support and Parent Training to Parents Who Adopt Sexually Abused, Attachment Disordered Children through a Public Agency.
PUB DATE- 94
NOTE- 66p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adopted Children; *Adoptive Parents; Attachment Behavior; *Child Abuse; *Parent Child Relationship; Parent Counseling; Parenting Skills; Parent Participation; Parent Responsibility; *Sexual Abuse; *Social Support Groups

No effective system existed in an Illinois state child welfare agency to provide post legal education and training to every parent who had adopted a sexually abused, attachment disordered child through this agency. Adoptions were failing because post placement support and training was not available to parents who had adopted special needs children. The goal of this project was to improve the parenting ability of participating adoptive parents and to create a sense of support among this population. A 12-week family support and educational process was designed counties was investigated in this study. There were 1,817 subjects surveyed by mail. Each subject received a questionnaire and cover letter. There were 775 surveys completed, a return rate of 43%. A one-way analysis of variance (ANOVA) found a significant difference in prescription drug use among the groups of health-care professionals. A 2x7 factorial ANOVA found that the occupation of health-care professionals significantly affects their tolerance for working with drug abusers. A third ANOVA did not find a significant difference in users and nonusers' knowledge of substance abuse. The chi-square test found that the gender of the respondent was correlated with the gender he/she believed was the more likely to be impaired. The results of this study show that substance abuse is not a significant problem among the health-care professionals of Rutherford and surrounding counties. Contains 19 references. (Author/JBJ)

ED 391 138   CG 026 789

Brown, Robert S.
Mentoring At Risk Students: Challenges and Potential, No. 217.
PUB DATE- Oct 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Foreign Countries; *High Risk Students; High Schools; High School Students; Interpersonal Relationship; *Mentors; Modeling (Psychology); *Potential Dropouts; Special Needs Students; Teacher Student Relationship
IDENTIFIERS- Canada

"Planned", "artificial", or "formal" mentoring of students at risk of dropping out of high school has become an important component of many school systems over the past few years. Mentoring of at risk students appears to have originated in the United States in the 1980's. In Canada, at risk student mentoring programs have grown substantially in the past few years. The diverse use of the term "mentoring" has concerned a number of researchers and practitioners in the field, who note that the term is used for such a broad set of activities and objectives that it may become meaningless. The link between mentoring program and results--while promising--has not yet been definitely shown by available research. Implementation of planned mentoring, in trying to replicate the 'magic' of natural relationships, often runs into logistical snags. The programs often exist in a sort of administrative limbo and are often financially fragile. Recent research suggests that in contrast to earlier expectations, mentoring should be thought of as modest interventions given the number of limitations facing programs. Results of these newer innovations will not be known for some years. A great deal more needs to be done before the true picture of mentoring is seen. Contains 63 references. (JBJ)

ED 391 139   CG 026 796

Sinnott, Jan D.; And Others
Reconsidering Sex Roles and Aging: Preliminary Data on Some Influences of Context, Cohort, Time.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

IDENTIFIERS- Paired Reading
This booklet presents tutoring strategies for use in the Read-Write-Now! Partners Tutoring Program, which assists school-age children, grades 1-6, in reading and writing. The booklet discusses general strategies, guidelines for effective tutoring, what to do during tutoring sessions, paired reading (including the basics and some "finer points"), vocabulary development, word attack strategies, comprehension, and writing assignments. A sample certificate of appreciation for tutors and a tutor agreement and log are attached. (RS)

ED 391 159 CS 214 927

Freedman, Sarah Warshauer; And Others
Ten Years of Research: Achievements of the National Center for the Study of Writing and Literacy. Technical Report No. 1-C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Educational Trends; Elementary Secondary Education; *Literacy; Professional Development; Research Reports; Student Characteristics; Teacher Role; *Writing (Composition); *Writing Evaluation; *Writing Research
IDENTIFIERS- Culturally Different Students; *National Center for the Study of Writing and Lit; *Research in Progress; Teacher Researchers
Noting that within the area of literacy, writing is a young area of study, this research report looks at the impact of the national Center for the Study of Writing and Literacy's 10 years of sustained research. The paper first considers how Center research projects and activities have been tied together to address three interlocking sets of questions: (1) What writing demands are made upon students in key educational, family, community, and workplace settings? (2) How do students meet these demands? and (3) How do teachers help students meet these demands, and how can student progress be measured? The paper then states that in Center projects that involve teacher research, a striking role was found for writing in the professional development of teachers, based on reflection and inquiry that grows out of various forms of teacher research. The paper then points out that one of the biggest challenges facing the United States today is finding ways for varied cultural groups to come together in multicultural classrooms and communities. The paper provides several case studies illustrating this line of research, including one study of immigrant adolescents learning to write in English. The paper then elaborates on research into the changing literacy requirements in the workplace, discusses diverse methods of writing assessment, and considers cultural differences between readers and writers. The paper concludes by stressing the centrality of writing and literacy for an individual's success in school and the workplace and its importance to the effective functioning of the larger community. (NKA)

ED 391 160 CS 215 154

Koski, Fran F.
Queer Theory in the Undergraduate Writing Course.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the

This revised and expanded edition of the book includes a section each on style and revision; expanded sections on perspective, distance, point of view, and story elements as a given; 30 additional exercises; exercises from 13 first-time contributors to add to those of the original contributors; and an anthology of 24 short stories, with wide-ranging style and subject. The exercises in the book can be used by writers of nearly all ages, in class, in workshops, or at home alone. Using this book, the student learns how to write fiction not by thinking about it but by doing it. (NKA)

ED 391 180 CS 215 205

Lane, Barry
Writing as a Road to Self-Discovery.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Individual Development; *Memory; *Personal Narratives; Self Concept; *Self Expression; *Writing Exercises; Writing Strategies
IDENTIFIERS- Authorship; *Personal Writing; *Purpose (Composition); Self Definition

This book directs the individual reader to self-expression and discovery through writing techniques. The book presents a series of writing exercises that helps a person explore his or her past, present, and future. The exercises in the book are grouped into three stages of the self-discovery process: (1) "Remembering," tapping memories; (2) "Reframing," finding a focus on those memories; and (3) "Reexperiencing," "rewriting" the memories--the process of learning to shape and deal with them. The book can help an individual to grow, challenging him or her to use writing as a "way of both looking inward and reaching out, to help create--and serve--this new world." A glossary of writing techniques and an annotated bibliography of books for further exploration conclude the book. (NKA)

ED 391 181 CS 215 212

Johnson, J Paul
Computer-Mediated Classroom Discourse as Linguistic Intervention: A Pragmatic Analysis of Topic, Coherence, and Choreography.
PUB DATE- Jul 95
NOTE- 40p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; Communication Research; *Computer Mediated Communication; Discourse Analysis; Higher Education; Social Change; Teacher Behavior
IDENTIFIERS- *Communication Behavior; *Turn Taking

A study analyzed the choreography of turn-taking and cohesion in classroom computer-mediated communication (CMC) to assess its efficacy as a linguistic intervention. Of the kinds of discussions made possible by CMC, it is the pseudonymous, synchronous conversation that most attracts those who would aspire to the project of changing linguistic behavior in the classroom. Such a discussion (part of a literature course empowerment and determined construct validity by correlating learner empowerment with the related variables affinity-seeking (an interpersonal communication construct), motivation to study, and learning. Subjects, 340 undergraduate students enrolled in communication classes at a mid-sized midwestern university, were asked to think about the instructor they had immediately before their communication course when completing the Learner Empowerment Measure. Subjects reported on 241 male and 90 female instructors (with 9 unidentified), who represented a cross section of the university. Three dimensions of empowerment were replicated through factor analysis: meaningfulness; impact; and competence. Each of the three empowerment dimensions were positively and significantly correlated with each of two learning measures. (Contains 38 references and 3 tables of data.) (RS)

ED 391 199 CS 509 144

Goulden, Nancy Rost
Progress in K-12 Communication Assessment Programs at the State Level.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; Educational Cooperation; Elementary Secondary Education; Evaluation Methods; *Listening Skills; Program Development; *Public Schools; State Programs; *State Standards; Statewide Planning; *Student Evaluation
IDENTIFIERS- Kansas; Kansas Speech Communication Association; Quality Performance Accreditation

The experience of Kansas communication educators in developing speaking and listening assessment has been characterized by unusual cooperation and collaboration among members of the educational community and the professional communication organizations at several different levels. In 1992, the Kansas State Legislature established the Quality Performance Accreditation (QPA) system for all public schools in Kansas. Two of the QPA student outcomes applied directly to speaking and listening. The Kansas State Board of Education requested the Kansas Speech Communication Association (KSCA) help locate or create a speaking/listening assessment program. An ad hoc committee developed an 8-trait rubric, which paralleled a successful 6-trait writing rubric already implemented in Kansas. The program was field tested by 20 speech teachers at the KSCA convention in 1994. The state board of education accepted the program and disseminated it to districts. However, the legislature decided not to fund state-wide assessment. Small grants from the KSCA board have allowed further progress to be made on rater training and field testing. While a great deal of progress has been made, the task of developing a state-wide assessment program is not yet finished. An appendix presents the criteria for speaking and listening assessment, a description of assessment procedures, an explanation of the eight traits, a speaking and listening assessment score sheet, and an oral language assessment score sheet. (RS)

ED 391 200 CS 509 145

violence on students and school effectiveness and describes the preparation of certified personnel to cope with such behavior. Data were derived from focus-group sessions conducted with over 600 participants and from surveys that elicited responses from over 1,000 California educators, 360 educators from colleges and universities in 44 states, almost 100 school board members, and credential coordinators from 49 states. Focus group participants most frequently mentioned ethnic/cultural ignorance and gangs as the causes of school violence. They most frequently suggested implementing a multicultural curriculum and involving community agencies and law enforcement in partnerships as strategies to address school violence. They also reported that staff need training in multicultural sensitivity and conflict management. Of the hundreds of different experiences with violence, no single category was mentioned by more than 10 percent of the focus group. A large percentage of survey respondents said that violence was not a very big problem. Most educators responding to the survey felt unprepared to address school violence, and over 60 percent of all educators said that they wanted school-violence training. Extensive recommendations are made for teachers, administrators, student personnel service providers, other educators, educational system consumers, criminal justice agencies, local communities, and the Legislature. Thirty-two figures are included. (LMI)

ED 391 218 EA 027 165

Dear, Joseph D.
Creating Caring Relationships To Foster Academic Excellence: Recommendations for Reducing Violence in California Schools. Executive Summary of Final Report.
PUB DATE- Oct 95
NOTE- 55p.; For Final Report, see EA 027 164. A product of the Advisory Panel on School Violence.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Conflict Resolution; *Discipline Problems; Elementary Secondary Education; *Juvenile Gangs; Parent Attitudes; *School Safety; *School Security; Student Attitudes; Teacher Attitudes; Teacher Education; *Violence
IDENTIFIERS- *California

Government officials, researchers, and especially educators must consider the "big picture" as they develop strategies to address violence in schools. This report presents findings of a study conducted by the Commission on Teacher Credentialing's advisory panel on school violence. The study identifies the effects of school violence on students and school effectiveness and describes the preparation of certified personnel to cope with such behavior. Data were derived from focus-group sessions conducted with over 600 participants and from surveys of over 700 California credential candidates and their professors; 320 recently credentialed teachers, administrators and student personnel service providers; almost 100 school board members; 49 credential coordinators from 49 states; and more than 360 higher-education teacher-training coordinators nationwide. Contrary to popular belief, school violence in the broad context was not seen by educators as a very big problem. Verbal intimidation and bullying occurred frequently on campuses, but only 2 to 3 percent of educators saw these subtler forms of violence. Most educators reported feeling inadequately prepared to address school violence. Fights and gang activities were the

(4) "At Home and in the Classroom: The False Comfort of False Distinctions" (Madeleine R. Grumet); (5) "The Irony of Gender" (Richard J. Altenbaugh); (6) "Transformative Labour: Theorizing the Politics of Teachers' Work" (Robert W. Connell); (7) "The Political Nature of Teaching: Arguments Around Schoolwork" (Martin Lawn); (8) "Fictional Dialogues on Teachers, Politics, and Power in Latin America" (Carlos Alberto Torres); (9) "The Work of Schoolteachers as Political Actors in Developing Countries" (Linda A. Dove); (10) "Teachers and Politics in Central Eastern Europe" (Peter Darvas and Maria Nagy); and (11) "Professors and Politics: An International Perspective" (Philip G. Altbach). Subject and author indexes are included. References accompany each chapter. (LMI)

ED 391 236   EA 027 301

Uchida, Donna; And Others
Preparing Students for the 21st Century.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Business Responsibility; Communication Skills; *Educational Change; Educational Quality; Elementary Secondary Education; *Futures (of Society); Government Role; *Labor Force Development; Long Range Planning; Parent Participation; *Partnerships in Education; *Role of Education

As the 21st century approaches, many educators are debating the role of education in meeting students' and the economy's needs. This booklet describes the results of a modified Delphi study that asked a panel of 55 experts from education, business, and government how to best prepare students for the 21st century. During the course of three survey rounds, participants agreed that students will need communication skills, increased support for education, ethics and values education, skills in marketplace technologies, clear accountability standards, and social and cultural understanding. Five chapters address the following topics: (1) what students need to know to succeed in the next century; (2) what schools can do to prepare students; (3) parent activities to help prepare students; (4) strategies to promote citizen-government cooperation; and (5) the role of business and professional leaders in preparing students. A list of panel members is included. (Contains 35 references.) (LMI)

ED 391 237   EA 027 302

Irwin, Rita L.
A Circle of Empowerment: Women, Education, and Leadership.
PUB DATE- 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Educational Cooperation; Elementary Secondary Education; Ethnography; *Feminism; Foreign Countries; Leadership; *Leadership Qualities; Mentors; Phenomenology; Supervision; *Teacher Supervision; *Theory Practice Relationship; *Women

and improve schools. It depicts the English tradition of school inspection to provoke the invention of better ways for judging and knowing schools in America. Data were gathered by observation of 39 local and national school inspectors, visits to 14 elementary schools and 5 high schools, and historical document analysis. Part 1, "The English Tradition of School Inspection," contains seven chapters that describe different aspects of inspection--its practice, elements, history, tensions, and contributions. Part 2, "Provocations," contains six chapters that describe ideas in inspection that challenge common American assumptions about knowing and judging schools--"being there," judgment, the practitioner's way of knowing, feedback to schools, standards, and the nature of government accountability. The third part, "New Possibilities," is comprised of three chapters that consider if and how English-school inspection concepts could make a difference to American education. The central premise of inspection is trust in experienced teachers and heads of schools. A reliance upon practitioner knowledge as a basis for school improvement remains foreign to American policy makers and educators. One table, three figures, endnotes, and an index are included. (Contains 45 references.) (LMI)

ED 391 255   EA 027 324

Lambert, Linda; And Others
The Constructivist Leader.
PUB DATE- 95
NOTE- 240p.; Foreword by Maxine Greene.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Constructivism (Learning); Elementary Secondary Education; Epistemology; Hermeneutics; Language Usage; *Leadership; Leadership Training; Learning Theories; *Professional Development; Reflective Teaching; School Culture
IDENTIFIERS- *Social Constructivism

This book introduces the concept of leadership as the facilitation of constructivist reciprocal processes among participants in an educational community. Chapter 1, "Learning and Leading Theory: A Century in the Making," (Deborah Walker and Linda Lambert) traces the dynamic history of learning and leading during this century, concluding with an indepth survey of the constructivist theory of learning. Chapter 2, "Toward a Theory of Constructrivist Leadership," (Linda Lambert) constructs a theory of constructivist leadership, building on a new conception of the meaning of leadership that incorporates constructivist human learning, community, patterns of relationships, and diversity. The third chapter, "Constructing School Change," (Linda Lambert) applies this theory of constructivist leadership to emerging themes in a constructivist concept of change. It describes one middle school's 3-year struggle to carry out school-based change. Chapter 4, "Leading the Conversations," (Linda Lambert) describes the role of the constructivist leader as a leader of conversations, which are dialogic, inquiring, sustaining, and partnering. Examples of the role of language in the construction of meaning and knowledge are offered in the fifth chapter entitled "The Linguistics of Leadership" (Diane P. Zimmerman). Chapter 6, "The Role of Narrative and Dialogue in Constructurist Leadership," (Joanne E. Cooper) provides examples of practitioners as they write reflectively about

DESCRIPTORS- Agency Cooperation; *Consultation Programs; *Deaf Blind; Delivery Systems; Disability Identification; Early Intervention; Elementary Secondary Education; Information Dissemination; Inservice Education; Parent Associations; *Parent Education; Preschool Education; Social Integration; Social Support Groups; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Washington

This report describes activities and accomplishments of the Washington State Services for Children with Deaf-Blindness 3-year, federally supported program to provide technical assistance and training to families and service providers of approximately 140 children with deaf-blindness. Specific outcomes are listed for each of the project's 11 objectives: (1) identification of children with deaf-blindness; (2) promotion of the inclusion of children with deaf-blindness in community programs; (3) provision of direct services to non-mandated children with deaf-blindness as needed; (4) provision of counseling and consultation services to families; (5) provision of consultation services to personnel working with school-age children with deaf-blindness in local education agencies and other agencies; (6) provision of training for service providers of children with deaf-blindness; (7) provision of transition services for children with deaf-blindness; (8) support of parent-to-parent outreach efforts; (9) dissemination of information about resources to families and service providers; (10) cooperation and coordination of service delivery with other State agencies; and (11) maintenance of an advisory committee. Specific sections of the report address the project's background and purpose, activity outcomes, problems encountered, technical assistance evaluations, product development, and product dissemination. (DB)

ED 391 274 EC 304 523

Allan, Julie; And Others
Provision for Special Educational Needs: Current Trends and Future Prospects. Interchange No. 38.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Delivery Systems; *Disabilities; *Educational Trends; Elementary Secondary Education; Foreign Countries; Inclusive Schools; *Mainstreaming; Social Integration; *Special Needs Students; *Special Schools; Student Placement; Trend Analysis
IDENTIFIERS- *Scotland

This paper reports on a comparative study of mainstream and special school services for pupils with special educational needs in Scotland. The study examined trends in the placement of pupils with Records of Need, considered implications for special schools of serving a changing population, and investigated the capacity of mainstream schools to meet the needs of pupils with significant difficulties. The study involved analysis of integration policy at national and regional levels and case studies of 32 pupils, half of whom were placed in mainstream settings and half in special schools in two regions with contrasting special education policies.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delayed Speech; Developmental Stages; *Language Impairments; *Motor Development; Norm Referenced Tests; *Perceptual Motor Coordination; Preschool Children; Preschool Education; *Psychomotor Skills
IDENTIFIERS- Peabody Developmental Motor Scales

This study compared the skills performance of 60 children, ages 3 to 5, with speech and language delays on the Peabody Developmental Motor Scales (PDMS) with that of national norms on the PDMS. It found that the children with speech and language delays performed the PDMS gross motor skills significantly lower than the norm at each age level. The PDMS fine motor skill performance of the 3- and 4-year-old children with speech and language delays was also significantly lower than the mean performance of the PDMS norming sample. The fine motor performance of the 5-year-old children with speech and language delays did not differ from the norming sample. Findings support the importance of using an assessment tool that will provide accurate information about the gross and fine motor performance of young children and support provision of appropriate intervention to children performing significantly lower than the norm. (Contains 46 references.) (DB)

ED 391 292 EC 304 541

Saur, Rosemary
Success in Earning a Baccalaureate/Master's Degree: It's All a Matter of Time.
PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Graduates; College Students; *Deafness; *Educational Attainment; Graduation; Higher Education; Instructional Effectiveness; Learning Strategies; Mainstreaming; Models; *Performance Factors; *Time Factors (Learning)
IDENTIFIERS- *Carroll (John B); *National Technical Institute for the Deaf; Rochester Institute of Technology NY

This paper applies John Carroll's model of school learning (which emphasizes the crucial role of time) to analyze the success of college students with deafness in mainstreamed settings. It relates especially to services provided by the National Technical Institute for the Deaf to deaf students in mainstreamed courses at the Rochester (New York) Institute of Technology (RIT). The model defines the five crucial factors required for success in an educational setting in terms of time: (1) aptitude (time required to learn); (2) ability to understand instruction (time required to learn); (3) perseverance (willingness to spend time in learning); (4) opportunity to learn (time on task); and (5) quality of instruction (which influences the use of time). Each of these five factors is discussed in terms of how they are applied in the case of successful deaf students. The effective management and use of time are felt to contribute to the graduation rate of about 60 percent among RIT deaf students. (DB)

ED 391 293 EC 304 542

*Teamwork
IDENTIFIERS- *Teacher Collaboration

This workbook provides practical information for developing and implementing inclusive school programs through understanding the educator role, using effective problem-solving strategies, and developing a support network to meet the challenges of inclusion. Ten chapters cover the following topics: (1) effective inclusion (an analysis of the trend toward inclusion of students with disabilities); (2) roles in inclusive schools (the classroom teacher, the teacher assistant, the student support services staff, the school-based team, and administrators); (3) dealing with resistance, at both the organizational and individual level; (4) motivation, self-esteem, and behavior; (5) steps in redesigning curriculum to meet diverse needs; (6) developing systems of support (centralized and decentralized support, assessment, collaborative planning, and individualized educational plans); (7) collaborative consultation (reasons for collaboration, the process, key principles, and skills); (8) the emerging role of school-based teams; (9) leadership (directive versus facilitative leadership, the collaborative ethic, and the leader's role); and (10) developing an inclusive culture (strategic planning, strategies for change, and developing an action plan). (Contains 105 references.) (DB)

ED 391 310   EC 304 559

Ford, Bridgie Alexis, Ed.
Multiple Voices for Ethnically Diverse Exceptional Learners, 1995.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Bilingual Education; Black Students; Classroom Techniques; *Cultural Differences; *Disabilities; Doctoral Programs; Educational Games; Educational Innovation; Elementary Secondary Education; *Ethnic Groups; Higher Education; Hispanic Americans; *Limited English Speaking; Minority Groups; *Multicultural Education; Multilingual Materials; Navajo (Nation); Special Education; Student Recruitment; *Teaching Methods
IDENTIFIERS- African Americans; Diversity (Student)

This first serial issue addresses topics and issues impacting educational services for culturally and linguistically diverse (CLD) learners. The issue contains three research-into-practice articles, an interview section called "In the Oral Tradition," and three teacher-generated articles which delineate learner-enhancing practices for special educators. Articles include: "Learning and Cultural Diversities in General and Special Education Classes: Frameworks for Success" (Deborah L. Voltz); "Issues in the Implementation of Innovative Instructional Strategies" (Robert Rueda and others); "Controllable Factors in Recruitment of Minority and Nonminority Individuals for Doctoral Study in Special Education" (Rosalie S. Boone and Kathy L. Ruhl); "Issues Regarding the Education of African American Exceptional Learners" (Helen Bessent Byrd); "Using Bilingual Literature with Students Who Have Severe Disabilities" (Candace Clark and Katie St. John); "Through Navajo Eyes: Curriculum Guidelines from a Teacher's Perspective" (Lucretia Holiday and others); and "Using Instructional Games for Cultural Exploration: Exploring African Cultures" (Marcella Bell). Individual articles contain references. (DB)

*Preschool Education; Teamwork; *Transitional Programs

This manual is intended to assist families of young children with disabilities in their child's transition from early intervention services to preschool or other educational services at age 3. It provides information about the transition process, federal and state laws that apply to transition, and options for services and program placements. The manual suggests strategies to help families prepare for transition and participate in the transition process. Two case studies introduce the manual and contrast positive and negative transition processes. Individual sections of the manual cover the following topics: (1) learning about transition; (2) family involvement in transition planning; (3) preparing for transition; (4) participating as a member of the transition team; (5) parent rights and laws concerning transiton; (6) gathering information and making decisions; and (7) sharing information in the new program. Worksheets and checklists provided throughout the manual and in an appendix are designed to facilitate the manual's usefulness to parents. (DB)

ED 391 328 EC 304 577

Hadden, Sarah; And Others
Writing an Interagency Agreement on Transition: A Practical Guide. FACTS/LRE Information Series #5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 56p.; A publication of Family and Child Transitions into Least Restrictive Environments.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Cooperative Programs; Disabilities; *Early Intervention; *Educational Planning; Interdisciplinary Approach; Preschool Children; *Preschool Education; School Community Relationship; Teamwork; *Transitional Programs; Young Children

This manual provides detailed, step-by-step information on developing and writing an interagency agreement to facilitate the transition of young (age 3) children with disabilities from early intervention programs into preschool educational services under Part B of the Individuals with Disabilities Education Act. Worksheets are provided throughout the manual to assist in the process of writing the agreement. An introductory section considers preliminary aspects such as forming a team to write the agreement and the overall process of writing an agreement. The next section considers seven aspects of the agreement: (1) the purpose statement; (2) transmitting information; (3) discussing transition issues with families; (4) determining eligibilty; (5) and (7) monitoring the agreement. The two remaining sections offer guidelines for developing a collection of best practices and getting the interagency agreement signed. Appendices include a glossary of terms and the worksheets used in writing the agreement as well as a sample transition timeline and sample interagency agreements. (DB)

ED 391 329 EC 304 578

Briggs, Freda
Developing Personal Safety Skills in Children with Disabilities.

technical assistance and training to parents, school systems, and agency personnel. Project activities focused on five areas: (1) student identification and project management; (2) family training; (3) technical assistance; (4) transition planning services; and (5) systems change. Major accomplishments included: provision of more direct services via telephone or visitation, development of needs assessment information from a variety of sources, relocating the Technical Assistance Center to the Louisiana State University Medical Center Human Development Center, and continued training focusing on Usher's Syndrome. Individual sections of the report describe the project's goals and objectives, accomplishments, findings, problems solved, recommendations, and products developed. (Contains 11 references.) (DB)

ED 391 348   EC 304 598

Luiselli, Tracy Evans; And Others
Procedures Manual for the New England Center Pilot Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 57p.; For a related document, see EC 304 599.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; *Deaf Blind; Early Childhood Education; Evaluation Methods; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Needs Assessment; Parent Education; Pilot Projects; School Readiness; Staff Development; Teamwork; *Technical Assistance; *Transitional Programs
IDENTIFIERS- *Massachusetts

This manual was developed as part of the New England Center Pilot Project (NECPP), a 3-year federally funded program focusing on the inclusion of young children with deaf-blindness within regular educational programs in Massachusetts. The NECPP provides consultation during transition to inclusive programs and offers technical assistance, staff training, and recommendations for promoting the child's participation within regular classroom curricula and play activities. This manual focuses on the four major procedural steps performed by Project personnel: (1) introduction--in which Project personnel provide information to the child's educational team, interagency agreements are established, and roles and responsibilities are clarified; (2) assessment--involving collaborative assessment of family needs, staff training requirements, and environmental factors; (3) technical assistance--provision of inservice training and on-going consultation services and family training in order to promote inclusion of the child; and (4) follow-up--development of a child profile that documents effective teaching strategies, materials, and activities in facilitating inclusion of the child into the classroom milieu. Most of the manual consists of appendices, which include: an outline of an interagency agreement; a list of program quality indicators; a form for developing a family wish list; a classroom personnel information form; a communication profile; a classroom environmental assessment form; sample curriculum grids; observation feedback procedures and forms; and a list of strategies for promoting social interaction. (DB) federal funding; and continued central office support. Tests indicate participating students have progressed in academic areas as well as or better than other students at their grade level, both within the school and in comparison with state and national norms. Four years of federal funding have enabled the immersion program to improve, enrich, and expand its established program, including addition of a kindergarten program, curriculum development, development and revision of portfolio assessment procedures, in-service training for immersion teachers, English and Spanish language classes for parents, and staff development. Recommendations for the following year include: initiation of a yearly evaluation of the entire Arlington immersion program; establishment of a teacher mentoring program; kindergarten day expansion; continuation of the staff position of immersion program coordinator; and continued increase in student ethnic diversity. (MSE)

ED 391 368 FL 023 522

Hinton, Leanne
Flutes of Fire: Essays on California Indian Languages.
PUB DATE- Jun 94
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Languages; Bias; Diachronic Linguistics; Ethnic Groups; Grammar; Indigenous Populations; Language Maintenance; Language Skill Attrition; *Native Speakers; Sex Differences; Uncommonly Taught Languages; *Unwritten Languages; Vocabulary
IDENTIFIERS- *California

This comprehensive text examines various aspects of the Native American languages of California, including historical perspectives, daily usage, language domains, language maintenance, men's and women's language, and counting systems. Chapter 1 surveys the Indian languages spoken in California and shows how many people speak each one. Part 2 is a series of essays on what languages tell us about the history of their speakers. Part 3 explores aspects of the vocabulary and grammar of California Indian languages. Part 4 examines ways in which prejudice and oppression have led to the decline and death of Indian languages in California, and Part 5 is a set of chapters on how the people who speak and study California Indian languages are struggling to keep them alive. The book concludes with an examination on how linguistics can and should relate to the needs of the communities being studied. (VWL)

ED 391 369 FL 023 523

Day, Gordon M.
Western Abenaki Dictionary. Volume 1: Abenaki-English. Mercury Series, Canadian Ethnology Service, Paper 128.
PUB DATE- 94
NOTE- 609p.
LANGUAGE- English; Abenaki
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Indian Languages; Ethnic Groups; Foreign Countries; *Indigenous Populations; Native Speakers; Uncommonly Taught Languages; Word Lists

foreign language program from the ground up in an organization unfamiliar with language education; and the time taken from progress toward personal professional goals to meet immediate curriculum development needs. Factors supporting success in this endeavor include: administration acknowledgement of the need for professional support; the assistance of mentors in the language teaching profession; scheduling designed to promote communication among faculty; availability of professional resources for curriculum development; and innovative teaching techniques. Ongoing improvements include further development of college instructional resources and extension of program offerings to include a foreign language minor. (MSE)

ED 391 389 FL 023 565

Adams, Thomas W.
What Makes Materials Authentic.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Comprehension; *English (Second Language); *Instructional Materials; *Media Selection; Second Language Instruction; *Second Languages; Textbooks
IDENTIFIERS- *Authentic Materials

A discussion of authentic materials for English-as-a-Second-Language (ESL) instruction focuses on the necessary balance between authenticity and comprehensibility. A variety of definitions of authentic materials offered in the literature are considered, and then compared with published ESL materials that are claimed to be authentic. A new definition is proposed: materials are authentic if they are unaltered language data and are produced by and for native speakers of a common language and not for second language learners of that language. The assumption that all authentic materials are acquisition-rich input, either immediately comprehensible or comprehensible after a process of negotiation of meaning, is then examined. It is argued that while comprehension is a necessary and customary requisite to acquisition, it does not necessarily lead to comprehension, and it is the responsibility of the classroom teacher to make language samples useful. Teachers are invited to consider their motivations for using authentic language, and whether "contrived" language samples can be at least as valid and useful learning materials as those drawn directly from authentic sources. A brief bibliography is included. (MSE)

ED 391 390 FL 023 566

Suleiman, Mahmoud F.; Moore, Rock
Teaching Math and Science to Language Minority Children: Implications for Teachers.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Kansas Association of Teachers of Mathematics (Hays, KS, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism; Educational Strategies; Elementary Secondary Education;

Sponsored by the Graduate School of Education at the University of California, Los Angeles and the American Council on Education, the study classified student majors using the RIASEC typology and examined their effects on the five variables. It found that the six types of majors differed significantly in all of the work values except career eminence. For financial success and administrative leadership, the Enterprising, Conventional, and Realistic types had higher mean scores than the Social, Investigative, and Artistic types. Regarding expression of artistic creativity, the Artistic type had significantly higher scores than the other types, while on altruism, the Social and Artistic types scored highest. (Contains 32 references.) (MDM)

ED 391 409 HE 028 845

Springer, Leonard; And Others
Participation in a Racial or Cultural Awareness Workshop and Attitudes toward Diversity on Campus. ASHE Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Freshmen; *College Students; Cross Cultural Training; *Cultural Awareness; Higher Education; Human Relations Programs; Majors (Students); *Racial Attitudes; Socioeconomic Influences; Student Experience; Whites; *Workshops
IDENTIFIERS- *ASHE Annual Meeting; *Diversity (Student); National Study of Student Learning

This study examined the effectiveness of racial and cultural awareness programs on the attitudes of white college students toward diversity on campus. It is based on a subset of students included in the National Study of Student Learning, specifically 1,061 white first-year undergraduates at 17 institutions, who answered questionnaires immediately before starting college, at the end of their first year, and at the end of their second year. The study found that, after controlling for family income, father's education, and degree aspirations, both sex and major field were significantly related to students' precollegiate attitudes toward diversity on campus. Students who stayed in conservative majors during their first two years in college were significantly less likely to participate in a racial or cultural awareness workshop during their first year in college than students who stayed in liberal majors. Finally, the study found that students who participated in racial or cultural awareness workshops developed more favorable attitudes toward diversity on campus. This finding is of particular importance because students in conservative majors (especially male students) start college with significantly less favorable attitudes toward diversity on campus. (Contains 39 references.) (MDM)

ED 391 410 HE 028 846

Ropers-Huilman, Becky
Responsive Work: Student Impact on the Construction of Feminist Teaching. ASHE Annual Meeting Paper.

FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; Adult Students; Age; Age Differences; Aging (Individuals); Educational Gerontology; *Graduate Study; Grief; Higher Education; *Individual Development; *Nontraditional Students; *Older Adults; Qualitative Research; Retirement; Self Esteem; *Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

In seeking to explore theorists' claims that learning, education, and development in old age are linked, this qualitative study investigated how seeking a graduate or undergraduate degree functions in late-life development. Sixteen participants, ages 70 to 84, enrolled in higher education, were interviewed with a view to exploring their major developmental issues and how motivation, choice of degree, college environment, and social environment contributed to late-life development. Interviews were semi-structured, using an open-response interview guide. Data were analyzed using the constant comparative method of analysis described by Glasser and Strauss (1967) and Costas (1992). Findings indicated four developmental functions that seeking the degree met for the participants: (1) repairing or enhancing self-esteem; (2) keeping old age at a distance by staying mentally active and associating with younger generations; (3) developing a mature sense of caring both for self and for others; and (4) handling loss and the grieving process due to either retirement from work or death of a spouse. (Contains 14 references.) (JB)

ED 391 429 HE 028 865

Tsui, Lisa
Boosting Female Ambition: How College Diversity Impacts Graduate Degree Aspirations of Women. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; College Students; *Diversity (Institutional); *Educational Environment; Females; *Feminism; Graduate Study; Higher Education; Individual Differences; Minority Groups; *Multicultural Education; National Surveys; Racial Relations; Student Characteristics; *Student Development; Whites; Womens Studies
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program; Diversity (Student); Higher Education General Information Survey

In seeking to expand research on the actual effects of diversity on college students, this study investigated whether various multi-cultural and feminism-related variables at the individual, peer, and institutional levels significantly influenced educational degree ambitions among women. The study used data from the Cooperative Institutional Research Program 1985 Freshman Survey and 1989 Follow-up Survey as well as data gathered through a national 1989-90 Higher Education Research Institute (HERI) Faculty Survey, 1989 HERI Survey of Registrars, and the Higher Education General Information Survey

Workforce Skills Program.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Apr 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Corporate Support; *Dropout Prevention; Dropout Programs; Dropouts; *Educational Certificates; *Education Work Relationship; *Models; On the Job Training; Potential Dropouts; Program Design; Program Development; *School Business Relationship; Secondary Education; *Student Certification; Vocational Education

The core features of the preindustrial model of school-to-work transition are needed now. An environment must be recreated in which young people see the vital connections among education, training, and work that were once so clear. The emerging consensus model has these features: combined formal schooling and structured on-the-job training leading to a qualification; an intellectually-demanding curriculum that requires students to apply knowledge to real-world problems; a curriculum and set of work experiences focused enough to qualify students for entry-level work, but broad enough to provide skills for mobility; and job experiences. A three-tier system of education and skills standards has been proposed. This system would lead to a Certificate of Initial Mastery with which a student could go on to college, enter the work force, or enroll in a program of professional and technical education and training leading to a Tier II skills certificate. The system should provide for funding and development of dropout prevention and dropout recovery programs. Out-of-school young people should be working toward the same qualifications as young people in school. They would need a much wider range of support, the prospect of public placements, and a point of entry into the school-to-work transition system. Employers and unions must be involved in local organizations in career centers around which the school-to-work transition system would be organized at the local level. (YLB)

ED 390 986 CE 069 790

Benjamin, Lehn M.
Feminist Teaching Methods for Adult and Popular Educators. An Annotated Bibliography.
PUB DATE- Feb 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Educational Change; *Equal Education; *Feminism; Foreign Countries; Multicultural Education; Politics of Education; Racial Discrimination; Sex Discrimination; *Sex Fairness; Teacher Role; *Teaching Methods; *Womens Education
IDENTIFIERS- *Feminist Pedagogy; South Africa

This bibliography contains annotations of 69 articles that were chosen from a range of education journals between the years of 1990-1993. Popular education and feminist methodologies are the reference points. The bibliography contains resources that explore the intersections of gender, race, class, and culture and resources that link women and popular education and that examine key concepts such as power, empowerment, resistance,

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Research; Evaluation Methods; Interpersonal Relationship; Leadership Training; *Management Development; Organizational Development; *Outdoor Education; Peer Relationship; Program Effectiveness; Program Evaluation; Staff Development; *Team Training; Teamwork

A 6-year study of outdoor-based management training (OMT) programs used traditional evaluation methods and new methods designed specifically for these unique programs. A survey of 1,000 training directors indicated that this type of training was very controversial. The next step was to use traditional training and organizational behavior evaluation methodologies to explore the impact of a 1-day ropes course on group and individual behaviors. Evaluation work was based on Kirkpatrick's (1994) four levels of evaluation: reaction, learning, behavior, and results. Two types of behavior were evaluated through a Likert-type questionnaire: individual and group. Results indicated a significant improvement in the overall functioning of the work group but no significant changes in individual behavior. Some participant variables found to influence the effectiveness of outdoor programs were as follows: intact/nonintact work groups, volunteers/nonvolunteers, gender composition of groups, supervisor attendance at the program, indoor/outdoor, and the facilitators. The evaluation was expanded to use a control group, open-ended questions, focus group interviews, a structured on-the-job observation, and participant journals. Evaluations of programs in other countries produced evidence that the programs had an impact on the overall culture of the organization. Two issues for the future were identified: the need to certify facilitators and the need to look at the underlying conceptual framework. (Contains 10 references.) (YLB)

ED 391 005 CE 070 532

ASE Program Certification Standards for Automobile Technician Training Programs.
PUB DATE- 93
NOTE- 97p.; For related training programs, see CE 070 533-535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; *Certification; Engines; Entry Workers; Integrated Curriculum; *Job Skills; Occupational Information; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; *Standards; Technical Education
IDENTIFIERS- National Institute Automotive Service Excellence

This publication provides the evaluation policies, procedures, and standards to which an automobile technician training program must adhere to be granted certification by the National Institute for Automotive Service Excellence. The policies section has three parts: the automobile areas that may be certified and minimum requirements for certification; information about evaluation team leaders, on-site evaluation team members, task lists, tools and equipment, and automobile program evaluation; and discussion of policies on articulation agreements, recognition for certification, appeals and action for revocation. The procedures section provides an overview of the process for certification. The next section contains the 10 program standards in these areas: purpose, administration, learning resources, finances, student services, instruction, of trades, enterprises, social organizations, and individuals to set up and run TVE schools; from assigning graduates to jobs only in their training areas to allowing them to seek jobs in other fields; and encouragement of more schools to set up school-owned enterprises. Third, readjustment of specialties and curricula by vocational schools to reflect labor needs, such as setting up or adding such specialties as tourism, hotel service, cosmetology, and information services in cities and multicultivation, repair services, construction, and restructure specialties in rural areas. Fourth, reform of the instruction process includes introduction of competency-based education, implementation of the skill-oriented certificate for workers, and qualification certification. (YLB)

ED 391 023 CE 070 589

Delailomaloma, N. H.
Technical and Vocational Education and Training in Fiji--An Overview. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 29p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; *Educational Change; Educational Development; Foreign Countries; Job Skills; *Job Training; *Labor Force Development; Labor Needs; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Fiji

The Fiji economy has undergone structural transformation as the importance of agriculture, construction, social and community services, finance, and insurance declined, whereas that of hotels and catering, transportation, communication, and mining rose. Capacity utilization, including absorption of already trained and educated people into vacancies created by emigration, continues to allow growth in the short term; new investments are needed in manufacturing, tourism, and agricultural activities. The University of the South Pacific provides vocational training through various short courses. On the local scene, the few vocational training institutions attempt to conform to overall objectives of the education sector and provide training in a varying range of disciplines and at different levels. These institutions include the following: Fiji Institute of Technology; Fiji National Training Council; Telecommunications Training Center; Fiji College of Agriculture; Montafort Boys Town; Garments Fiji Limited; Fiji Forestry School; and Center for Appropriate Technology and Development. Much job-specific training is undertaken in house and on the job by most of the larger employers. Most institutions issue their own certificates of qualification. A major hurdle in the modernization of technical and vocational education and training is the heavy emphasis on the processes of training in a situation where there are no firm policies to determine the direction of training. (Appendixes contain data tables and a list of 12 references.) (YLB)

ED 391 024 CE 070 590

Mishra, Arun K.

(Appendixes include 11 references and 5 data tables.) (YLB)

ED 391 041 CE 070 613

Automated Student and Adult Learner Follow-up Study. Final Report for Program Year 1994-1995.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 20 Nov 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Community Colleges; Data Analysis; Data Collection; *Graduate Surveys; High School Graduates; High Schools; Salaries; State Programs; Technical Institutes; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Texas

The chief accomplishment of the Texas Automated Follow-Up System in program year 1994-95 was a major expansion of services to secondary education. Data were collected on the results achieved by former seniors who exited high schools in 25 volunteer districts. Because the pilot districts were not necessarily representative of all school districts in the state, the study provided evidence only that automated record linkage techniques were a cost-effective method for gathering information about former students' post-exit achievement. Data analysis did indicate that the labor market offered little hope for high wage employment for former students with only a high school diploma and that there were exceptions. Follow-up was conducted on the entire 1993-94 exit cohort from community and technical colleges, a first-wave employer follow-up on the entire 1992-93 exiting cohort of former community and technical college students, and a second-wave longitudinal study of the entire 1991-92 exit cohort of former community and technical college students. Findings indicated that the training relatedness of employment among community and technical college leavers was an important factor in decreasing the traditional earnings gaps between men and women and former students were likely to experience occupational volatility during the 2 years after leaving a community or technical college. (Appendixes include sample publicity and school district outreach materials, file layouts and data specifications, and 30 endnotes.) (YLB)

ED 391 042 CE 070 615

Mississippi Tech Prep Discovery Course Profiles and Career Planning. Career Discovery, Grade 7. Computer Discovery, Grade 8. Technology Discovery, Grade 9. Career Planning, Grades 7-12.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Career Development; *Career Education; *Career Exploration; Career Planning; Computer Literacy; Computers; Integrated Curriculum; Secondary Education; State Programs; Statewide Planning; *Technological Literacy; Technology Education; *Tech Prep; Vocational Education
IDENTIFIERS- Mississippi

This document describes courses in grades 7-9 as well as

Using Assessment Information in Educational Decision Making: A Study of Ohio Vocational Teachers' Assessment Practices.
PUB DATE- Dec 95
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Evaluation Methods; Instructional Development; Secondary Education; *Student Evaluation; *Teacher Attitudes; *Vocational Education Teachers
IDENTIFIERS- *Ohio

A study was conducted to describe Ohio secondary vocational education teachers' use of student assessment information in making instructional decisions. The target population for the study was all teachers who taught in secondary vocational education programs in Ohio public schools. A questionnaire was mailed to a random sample of 393 secondary vocational education teachers stratified by program area; 290 usable questionnaires (74 percent response rate) were received. The questionnaire asked teachers to indicate the extent to which they use information derived from 6 types of assessment methods in addressing 10 different instructional decisions. The six types of assessment methods were as follows: objective paper and pencil items; informal observations; standardized test scores; performance assessments; portfolios; and essay type items. The 10 decision areas in which assessment results are commonly used were the following: plan for instruction; diagnose student weakness; monitor student progress; communicate achievement; motivate students; evaluate instruction; evaluate instructional materials; group students; encourage self-assessment; and assign grades. Teachers rated information provided from performance assessments as being of more use in addressing day-to-day classroom decisions than information obtained from the other five assessment methods. Teachers also relied heavily on objective paper and pencil methods and informal observations. Recommendations included the following: (1) because teachers often use performance assessments, teacher preservice education curriculum should pay particular attention to the development of competence in the use of performance assessments; (2) the Ohio Department of Education should encourage teachers to use standardized test results; (3) further research should be conducted in the area of the use of portfolios in assessment; and (4) further research should be conducted on vocational education teachers' attitudes toward standardized testing and the use of authentic assessment methods. (Contains 18 references.) (KC)

ED 391 060 CE 070 648

Lowden, Kevin; And Others
Adult Literacy and Numeracy: Meeting the Needs of Participants. SCRE Research Report No. 70.
SPONS. AGENCY- Northern Ireland Dept. of Education, Bangor.
PUB DATE- Nov 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Educational Benefits; Foreign Countries; *Literacy Education; Needs Assessment; *Numeracy; Program Effectiveness; Program Evaluation; Student Attitudes; Teacher Attitudes

introduction of NVQs alone is unlikely to change either employers' incentive to train or the take-up of vocational training. Additional policies are required for the NVQs to meet the training needs of the future. (Contains 33 references.) (KC)

ED 391 078 CE 070 693

Honey, Sheila; And Others
Employers' Attitudes towards People with Disabilities. Manpower Commentary Series.
PUB DATE- 93
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Disabilities; *Employer Attitudes; *Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Foreign Countries; Job Training
IDENTIFIERS- *Great Britain

This document reports results of a study conducted in Britain to determine employers' policies toward recruiting and employing people with disabilities and what kinds of help and assistance employers need if they are to be able to do more in this area. Data were collected through an extensive literature review, a mailed survey of a sample of 1,855 randomly chosen companies and 351 "good practice" organizations as a control group, with an overall response rate of 52 percent, and in-depth case studies of 21 employers. Results are organized in seven chapters that focus on the following areas: employment of people with disabilities; organizations that do not employ people with disabilities; employers' policies toward people with disabilities; the pros and cons of employing people with disabilities; actions taken to employ people with disabilities; and use of external help, support, and advice. Recommendations to help employers increase their employment of persons with disabilities are given. Extensive appendices detail research methods and sample characteristics; the questionnaire and literature review are included. The report contains 65 references. (KC)

ED 391 079 CE 070 694

Spilsbury, Mark; And Others
Occupation and Skill Change in the European Retail Sector. A Study for CECD and EURO-FIET.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 93
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Developed Nations; *Educational Needs; *Employment Patterns; *Employment Practices; Foreign Countries; Futures (of Society); Job Skills; *Job Training; Postsecondary Education; *Retailing
IDENTIFIERS- *Europe

A study examined occupational and skill change within the retail sector in Europe so that training and development schemes can be put in place. Data were collected in the following ways: compilation of information on the level of employment, skills, and training in the retail sector of European countries; compilation of national data on broad-based business and

DESCRIPTORS- *Evaluation Methods; Models; Postsecondary Education; Program Development; Program Evaluation; Secondary Education; State Programs; *Statewide Planning; *Tech Prep; Vocational Education
IDENTIFIERS- *Florida

This document provides a process for evaluation of Florida's tech prep programs. It first summarizes the philosophy guiding tech prep activities in Florida and then it outlines the tech prep evaluation process. The evaluation process section includes the following: the goals and objectives of the process; its characteristics; the continuous quality improvement evaluation model; the relationship of Florida's evaluation to the national tech prep evaluation effort; the on-site visit process; data linkages; and the development of a strong internal tech prep consortium evaluation component. (YLB)

ED 391 099 CE 070 729

Jones, Betty, Comp.
Promising Practices in Florida: Integrating Academic and Vocational Education.
PUB DATE- Jan 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Agricultural Education; Business Education; Child Development; Curriculum Development; Demonstration Programs; Health Occupations; Home Economics; *Integrated Curriculum; *Language Arts; Learning Activities; *Mathematics; Models; Program Descriptions; *Sciences; Secondary Education; Technology Education; *Vocational Education

This document is a compilation of 90 successful interdisciplinary projects and activities and integrated academic and vocational curriculum ideas implemented in Florida during the past 3 years. The activities and projects have been submitted by teachers and have not been officially evaluated or reviewed. Each description provides this information: school/district; contact person with address and telephone number; subject/program area(s); grade(s); description; instructional activities; materials and resources; and comments. Broad topic areas include the following: agriculture; algebra; U.S. government; U.S. history; art; automotive; biology; building construction; business education; accounting; computer applications; keyboarding; office technology; word processing; business law; business mathematics; carpentry; chemistry; child care; child development; computer literacy; construction trades; criminal justice; diversified cooperative training; drafting; drama; drivers education; dropout prevention; economics; electronics; English; applied communication; language arts; family and consumer sciences; foreign language; graphic arts; health occupations; history; home economics; journalism; marketing; masonry; mathematics; applied mathematics; music; personal fitness; physical education; physical science; physics; principles of technology; science; small engines; social studies; Spanish; technology; technology education; and television production. An index is provided. (YLB)

ED 391 100 CE 070 731

Wiesenberg, Faye; Hutton, Susan
Teaching a Graduate Program Using Computer Mediated Conferencing

and implemented to assist parents who had been identified as struggling to maintain their adoptive placement. The curriculum included extensive information on attachment and sexual abuse. Parents were given specific behavior management techniques researched and designed to improve the emotional health of special needs adoptees. A pre- and post-training questionnaire was administered to parents in order to assess the effectiveness of their support and educational experience. Improved understanding of their children was reported, as well as improved parenting skills. Children reported an overall sense of improved well-being. Staff reported improved agency community relations and lessened frustration. Appendices provide forms and questionnaires used in this study. (JBJ)

ED 391 119   CG 026 382

Williams, Allan F.
Restrictive Measures for Young, Beginning Drivers.
SPONS. AGENCY- Insurance Inst. for Highway Safety, Washington, D.C.
PUB DATE- Jan 95
NOTE- 10p.; Paper presented at the Interdisciplinary Conference on Young Drivers (1st, Cologne, Germany, December 12-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Certification; *Driver Education; Eligibility; *Experiential Learning; Foreign Countries; High Schools; High School Students; Motor Vehicles; Safety; Safety Education; *Traffic Accidents; *Traffic Control; *Traffic Safety

Worldwide there is great variation in how licensing young people to drive is handled. The minimum age for regular licensure varies, generally from 15 to 18 years. Prerequisites and conditions for licensure vary. Some licensing policies are more effective than others in controlling injuries associated with youthful driving; crashes involving young drivers constitute a major public health problem in every motorized society in the world. The first year of licensed driving is the riskiest of all. Inexperienced drivers of any age have a higher crash risk than more experienced drivers of the same age, but youthful age itself is strongly associated with crash risk. In setting licensing policies, societies are deciding how to handle the tradeoff between safety for young drivers (and others that share the road with them) and the mobility needs and desires of young people. Restrictive measures on youthful drivers reduce the crash and injury problem. Restrictive measures used throughout the world include: night driving curfews; prohibitions against driving on expressways; lower maximum speeds; and restrictions on carrying passengers without an adult present. Graduated licensing is a system that starts with a learners permit and systematically lifts restrictions under the rationale that there is no substitute for on-the-road driving as a means of gaining experience. Contains 23 references. (JBJ)

ED 391 120   CG 026 428

Brown, Joel H.; And Others
In Their Own Voices: Students and Educators Evaluate California School-Based Drug, Alcohol, and Tobacco, Education (DATE) Programs.
SPONS. AGENCY- California State Dept. of Education, Sacramento.

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Individual Development; Middle Aged Adults; Rural Population; Sex Differences; *Sex Role; Sex Stereotypes; *Sexual Identity; Social Development; Urban Population; Young Old Adults
IDENTIFIERS- Bem Sex Role Inventory

The Bem Sex Role Inventory was administered to adults age 60 and over to examine the nature of their scores on this scale in light of their current developmental demands and life circumstances. This study examined whether there is reason to believe that the nature of mature adults' scores is influenced by four things: passage of time; cohort in which respondents were born; rural or urban context; or by chronological adult age. This continuation of earlier studies readministered the Bem Sex Role Inventory to community dwelling urban older adults who had been tested the first time when they were age 60 or older. At the same time, additional community dwelling cohorts of older adults were tested. Although none of the respondent samples strongly endorsed the Bem items, predictions that Masculinity scale items would be more strongly favored by rural participants, and that middle-aged participants' responses would differ by gender more than older participants' responses were supported. However other differences related to time, age, and gender ran counter to predictions. Results were interpreted in light of theories of sex role development, prior research on sex roles and aging, and the limitations of current measures of roles. Contains 16 references. A table of statistical analysis is appended. (JBJ)

ED 391 140 CG 026 889

Perry, Nancy
Planning To Meet Career Development Needs: School-to-Work Transitional Programs: Program Guide. Second Edition.
PUB DATE- Oct 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Career Counseling; *Career Development; Career Education; Career Planning; Comprehensive Programs; *Education Work Relationship; Elementary Secondary Education; *Federal Legislation; Program Development; *Program Guides
IDENTIFIERS- School to Work Opportunities Act 1994

The purpose of this guide is to help those who are planning implementation grants for funding through the School-to-Work Opportunities Act (STWOA) and for local districts who are planning for implementation of school-to-work transition programs. It is a program guide designed to provide a framework through which each state or district might plan to address the career development needs identified in the Act. It also demonstrates how existing resources, both organizational and material, form a framework to support career development planning and implementation. Chapters include: (1) Why Should We Have a Comprehensive Career Development Program? (2) What Is Career Development? (3) What Are the National, State, and Local Roles in Career Development? (4) How Do We Design a Comprehensive Career Guidance and Counseling Program? (5) What Are Some Best Practices at Each Level? (6) What Are Issues to Consider in Planning?; (7) Selected Resources, Products, and

Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Critical Theory; Higher Education; *Homophobia; *Homosexuality; Lesbianism; Sexuality; Student Reaction; Undergraduate Students; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Gender Issues; *Homosexual Literature

Teachers committed to breaking the silence on lesbian and gay issues in college-level writing classes can consult a growing body of literature by teachers similarly committed. None of this literature, however, has yet identified ways to bring readers in "queer" theory to the undergraduate writing class. Examining the work of four teachers who are progressive in their use of gay and lesbian issues in the classroom can provide suggestions for teachers as to how they might use "queer" theory to enhance their approaches. doris davenport, for instance, deliberately employing a challenging style that some of her colleagues call "confrontational," creates a tumultuous and transformative experience for her students, from whom she demands and often gets honesty and a willingness to confront cultural institutions. Any theory students get in her classroom, however, comes from her, and because no teacher, maverick or mainstream, is credible to all students, she encounters resistance. Three other teachers, L. E. Hart, S. H. Parmeter, and Sarah Sloane, stress the importance of a classroom where it is safe for students to write authentically--an objective that theory can be useful in furthering. Judith Shapiro's work on transsexualism is an excellent example of theory with which to engage students with gay issues. Questions for discussion and writing in the college classroom can be based on Shapiro's book. (Contains 7 sources for pedagogical use and 10 references.) (TB)

ED 391 161 CS 215 160

Moore, Bryan L.
An "Unplacid" Genre.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Environmental Education; Higher Education; Interdisciplinary Approach; *Literary Styles; Naturalism; Romanticism; Wilderness; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Nature Writing

A college composition teacher carries his convictions about wilderness preservation into the classroom. Like millions of others, he is drawn to the natural world and to literature about it; however, he is not sure what this type of literature should be called. The designation of a genre of "nature writing" is problematic, summoning, as it does, vague images of watery Romanticism. Nature writing today encompasses a great taught by an adjunct lecturer at a mid-Eastern state university) was chosen as it involved an entire class for a sustained period; it offered a balance of male and female participants from a range of ethnic and social backgrounds; it involved the professor as an anonymous participant; and it was one of many such conversations in the course. Results indicated that pseudonymous, synchronous classroom CMC displays evidence of distinct operations for speaker-selection and turn-taking; of distinct operations for nomination, selection, and pursuit of topics; and of cohesion developed through the use of specific linguistic ties. Furthermore, students carry the bulk of the workload in these discursive operations. A question, however, to be raised in any discussion of linguistic intervention concerns not merely the efficacy of the intervention itself, but the social changes it is thought to facilitate. This particular attempt at linguistic intervention, like most others, is occurring within a context of social change, and as such is neither prerequisite to nor sufficient for social change. (Contains 71 references, 15 notes, 2 tables, and 5 figures of data.) (RS)

ED 391 182   CS 215 219

Essex, Christopher
Teaching Creative Writing in the Elementary School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; *Childrens Writing; *Creative Writing; Elementary Education; Feedback; Peer Evaluation; *Teacher Role; Writing for Publication; *Writing Instruction
IDENTIFIERS- ERIC Digests; *Story Writing; *Writing Development

Noting that most children enter school with a natural interest in writing, this digest discusses how elementary school teachers can become actively involved in teaching creative writing to their students. The digest considers several reasons for teaching creative writing, provides practical suggestions from other teachers about teaching story writing, reports on the effectiveness of peer feedback, and offers some ideas about publishing children's writing. (NKA)

ED 391 183   CS 509 109

Reppert, James E.
The Importance of Minority Role Models in Higher Education Mass Communication Curriculum.
PUB DATE- Feb 93
NOTE- 8p.; Paper presented at the National Association of African-American Studies Conference (Petersburg, VA, February 9-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Broadcast Journalism; College Curriculum; *Cultural Awareness; Higher Education; *Mass Media;

Smith, B. R.
Communication Turf Wars of the 90s: Are They Necessary?
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Departments; *Educational Change; Educational Resources; *Higher Education; Intellectual Disciplines; *Mass Media; *Speech Communication
IDENTIFIERS- Academic Community; *Turf Wars (Academic Community)

The struggles over "who gets what" in academe have been labeled "turf wars." The quest for resources is directly linked to a department's ability to successfully lay claim to specific academic turf or particular facets of the study of communication, which in turn affects student appeal, and therefore, enrollments. Departments with large numbers of students and their tuition dollars may be viewed favorably by university officials as offering a form of operational efficiency, especially when the students can be handled with few faculty. As the number of communication departments has increased on a campus, the number of rivals and competitors has also grown. Communication studies which focus on distinct applications or specific professions were the first to find a diverging path. Among the earliest units to peel away from the umbrella departments of speech were theater and speech pathology, followed by mass communication, with programs in broadcasting or radio-television forming departments which may include film. Journalism departments may offer courses in advertising and public relations. However, broad, less specialized programs, where several communication fields coexist within the same unit do seem to provide certain positive features, such as the emphasis of the common theoretical base of communication, increased intellectual stimulation, team teaching, cross-fertilization of ideas, and flexible faculty assignments. Several universities (Ohio State, the University of Arizona, and Northern Illinois) are currently engaged in considering whether to blend some communication programs or to eliminate them altogether. (Contains 10 references.) (NKA)

ED 391 201 CS 509 146

Craig, J. Robert; Smith, B. R.
The Children's Television Act of 1990 and Freedom of Speech: A Market Study.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Case Studies; *Childrens Television; Commercial Television; *Freedom of Speech; *Government Role; Interviews; *Opinions; *Programming (Broadcast); Scheduling; Television Research
IDENTIFIERS- *Childrens Television Act 1990; First Amendment; Market Research; Michigan (Bay City); Michigan (Flint);

most frequently mentioned forms of violence by focus group participants overall. Multicultural sensitivity training was the most frequently mentioned strategy to address school violence. Extensive recommendations are made for teachers, administrators, student personnel service providers, other educators, educational system consumers, criminal justice agencies, local communities, and the Legislature. Eight figures are included. (LMI)

ED 391 219 EA 027 216

Steeves, Larry
Centralization of Control over Educational Decision Making in Saskatchewan. SSTA Research in Brief.
PUB DATE- Nov 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bureaucracy; *Critical Theory; *Decentralization; Elementary Secondary Education; Foreign Countries; Parent Participation; *Participative Decision Making; Rural Schools; *School Based Management; Urban Schools
IDENTIFIERS- *Saskatchewan

This paper summarizes the findings of a doctoral disseration that examined whether control over educational decision making in Saskatchewan (Canada) school systems was becoming more centralized or decentralized. The study also determined whether critical theory, as defined by Habermas, provided a useful conceptual framework for assessing the research results. Data were obtained from a survey of boards of education, directors of education, district boards, principals, and teachers in each school division; historical analysis; and a modified Delphi technique with 11 prominent individuals in Saskatchewan education. A number of trends were identified that would tend to encourage an increased degree of central control over educational decision making in Saskatchewan school systems. However, the data also revealed trends that would encourage a trend toward increased decentralization, such as the consistent trend toward increased parental involvement in education decision making. Findings also suggest that critical theory provided a relatively flexible conceptual framework for assessing research results. Recommendations are made to involve participants in decision making, explore discrepancies between rural and urban attitudes toward decision-making responsibility, and explore linkages between system morale and control over decision making. Three tables and two figures are included. (Contains 39 references.) (LMI)

ED 391 220 EA 027 217

Mokelky, Vance
Support Providing for Teachers Implementing CORE Curriculum. SSTA Research in Brief.
PUB DATE- Nov 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Participative Decision Making; Professional Development; *Program Implementation; *Staff Development; Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Saskatchewan

Administrators
IDENTIFIERS- *Canada; *Empowerment

This book describes two studies, the first of which is a single case study that interprets the practical knowledge of an exemplary fine arts supervisor. An analysis of ethnographic data portrays the supervisor's practical knowledge as constructed around a dialectical orientation between two constructs or landscapes of imagery: the empowerment and power of teachers, and bureaucratic power and control of administration. The second study describes the supervisor's influence on the practical knowledge of the consultants and specialists with whom she worked. Through indepth interviews with five women, it became apparent that feminist principles were emerging. The supervisor's transformational and charismatic leadership style was characterized through four dimensions--visionary qualities, the communication of a vision, the creation of trust and commitment, and the empowerment of others. Findings of the two studies suggest that consultants and supervisors develop a unique form of practical knowledge geared to the political context of curriculum reform. Moreover, the practical knowledge of consultants and supervisors may influence the practical knowledge of teachers, specialists, and consultants. It is suggested that the leadership role be dedicated to commitment, caring, and collaboration within the circle of empowerment. An index is included. (Contains 232 references.) (LMI)

ED 391 238   EA 027 303

Keepin' On: Five Years Down the Road to Better Schools. Reports of the Task Force on Improving Kentucky's Schools and the Task Force on Restructuring Time and Learning.
PUB DATE- Dec 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Educational Planning; *Educational Quality; Elementary Secondary Education; Primary Education; Professional Development; School Based Management; *State Action; Teacher Education; Time Management
IDENTIFIERS- *Kentucky

This report contains the findings of two task forces established during 1994 by the Prichard Committee for Academic Excellence: (1) the Task Force on Improving Kentucky Schools; and (2) the Task Force on Restructuring Time and Learning. The task forces, comprised of parents and business members of the Prichard Committee, examined key elements of Kentucky's public education system and offered recommendations for improvement. Following an introduction that reviews education reform in Kentucky, chapters cover the following topics: assessment and accountability, school-based decision making (SBDM), the primary school, teacher education, professional development, and the effective use of time and schools. Appendices contain information on mediation, answers to commonly asked questions about SBDM, recommendations from the report "The Implementation of Kentucky's Primary Program," a report of the governor's task force on teacher education, modified task-force recommendations, case studies, and a review of research on homework. (LMI)

ED 391 239   EA 027 304

their work and discusses the role of narrative in schools and its relationship to growth. The seventh chapter, "The School District as Interdependent Learning Community," (Morgan Dale Lambert and Mary E. Gardner) describes the role of the school district in creating an environment that supports constructivist leadership. Chapter 8, "Reflections on Community: Understanding the Familiar in the Heart of the Stranger," (P. J. Ford Slack) reflects on the nature of community and constructivist leadership and focuses on re-storying three "communities of difference"--a Native-American reservation school, an African-American charter school, and a teaching community in China. Chapter 9, "The Preparation of Constructivist Leaders," (Deborah Walker) suggests innovative approaches to preparing constructivist leaders. The final chapter, "Constructing the Future of Schooling," (Linda Lambert) looks at the potential of constructivist leadership for creating new root metaphors for leading, learning, community, and democracy. (Contains 211 references.) (LMI)

ED 391 256 EA 027 325

Cooper, Bruce; And Others
The Finance Analysis Model: Linking Resources for Education.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Budgets; Cost Effectiveness; *Educational Economics; *Educational Finance; Elementary Secondary Education; *Expenditures; Information Management; Models; Records Management; Reports; Resource Allocation; *School Based Management; School District Spending

This bulletin describes how Coopers & Lybrand and the United States Department of Commerce's Center for Workforce Preparation joined efforts to create a model for school-finance and management reporting. The Finance Analysis Model provides a new reporting system for districts that have implemented school-based management. The model is a technology-based information tool that operates on a standard personal computer, designed to analyze 100 percent of a school district's general ledger. It collects and analyzes information at both the district and school levels. The model is comprised of a series of multidimensional spreadsheets that compile information on district and school expenditures. There are three basic dimensions: include functional, program, and grade-level. The functional dimension places expenditures and budgets in one of five categories--instruction, instructional support, operations, other commitments, and leadership. The program dimension provides community leaders with accurate information on the costs of educational programs. The grade-level dimension allows districts to determine the costs of functions and programs in elementary, middle, high, alternative, and all other schools. The model presents expenditures in five functions to help communities find the proper balance between instructional spending and other costs, to help communities allocate resources in order to enhance student performance. Three figures are included. (LMI)

ED 391 257 EA 027 328

Results are reported in terms of service patterns and trends, mainstream services, special school services, teachers and training, and costs. Implications are drawn which suggest that the trend toward increased integration will likely continue, along with: (1) increasing reliance on special units within mainstream schools; (2) continuing support for some special schools; and (3) increasing numbers of children with Records of Needs. Other relevant trends identified include more single tier authorities and devolved school management. (DB)

ED 391 275 EC 304 524

Neveldine, Thomas; Meyer, Luanna H.
New York Partnership for Statewide Systems Change. Programs for Severely Handicapped Children. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 1 Dec 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Change Strategies; College School Cooperation; *Consultation Programs; Deaf Blind; Delivery Systems; Elementary Secondary Education; *Inclusive Schools; *Inservice Education; Parent Education; Professional Development; Regular and Special Education Relationship; *Severe Disabilities; State Programs; Systems Approach; *Technical Assistance
IDENTIFIERS- *New York

This report describes activities and accomplishments of the New York Partnership for Statewide Systems Change Project, a 5-year project to increase and improve inclusive educational services to New York State students with severe disabilities. The project provided inservice training, technical assistance, and model demonstration and evaluation activities. Unique features of the project included a partnership model of collaboration between: (1) agencies responsible for the delivery of educational services and (2) institutions of higher education involved in teacher education and applied research. A needs assessment and action planning process was implemented to ensure locally relevant planning and coordination of service delivery. Intensive professional development and technical assistance activities were carried out to support local school districts, organizations and agencies, and parents of students with disabilities. Materials were developed to provide information on effective systems change strategies and delivery of quality inclusive schooling for students with severe disabilities in their neighborhood schools. The project directly benefited approximately 10 percent of New York students with severe disabilities, including students with deaf-blindness. Many other students in the state benefited indirectly from the project. Individual sections of this report describe the project's goals and objectives, major accomplishments, accomplishments by specific goals, problems encountered, technical changes, and impact. An appendix contains an annotated list of approximately 50 related publications. (DB)

ED 391 276 EC 304 525

Jones, Chris
Single State Services for Deaf-Blind Children and Youth. Final

Woll, Bencie; Porcari li Destri, Giulia
Higher Education Interpreting.
PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Ancillary School Services; College Students; *Deaf Interpreting; *Deafness; Foreign Countries; Higher Education; *Interpreters; Needs Assessment; Student Needs; *Student Personnel Services
IDENTIFIERS- *United Kingdom

This paper discusses issues related to the training and provision of interpreters for deaf students at institutions of higher education in the United Kingdom. Background information provided notes the increasing numbers of deaf and partially hearing students, the existence of funding to pay for interpreters, and trends in the availability of interpreters. Financial support through the Disabled Students Allowance is discussed as are concerns about this allowance including eligibility, means-testing, special problems of students with multiple disabilities, and payment methods. Establishment by some universities of special support services for deaf students is noted. A survey of 46 deaf students at the University of Bristol (England) is summarized for type of secondary school attended, communication mode preferred, communication mode in their previous school, and support needs. The survey found that none of the students had used interpreters in elementary/secondary education settings. A final section reviews trends in training and qualifying interpreters for the deaf. Other issues considered include social implications of interpreter use, the university experience, and alternatives to interpreting in the higher education setting. (DB)

ED 391 294 EC 304 543

Goehl, Karen S.
The Indiana Deaf-Blind Services Project. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Case Studies; Consultation Programs; Cooperative Programs; *Deaf Blind; Education Work Relationship; Elementary Secondary Education; Infants; *Inservice Teacher Education; Instructional Materials; Parent Education; Preschool Education; *State Programs; *Technical Assistance; Toddlers; Transitional Programs; Young Adults
IDENTIFIERS- *Indiana

This final report describes activities and accomplishments of the Indiana Deaf-Blind Services Project, a 3-year federally funded project to enhance and further develop coordinated direct services to children and youth, birth through age 2 and ages 18 through 21. It also was designed to provide technical assistance to public and private agencies serving children with

ED 391 311 EC 304 560

Campbell, Patti C.; Campbell, Charles Robert
Collaborative Teaming: Skills for Communication in Small Planning Groups. Trainee Workbook. Building Inclusive Schools, Module 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 119p.; Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For other modules in this series, see EC 304 561-565. For related videotapes, see EC 304 566.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Conflict Resolution; Decision Making; *Disabilities; *Educational Cooperation; *Educational Planning; Elementary Secondary Education; Group Dynamics; *Inclusive Schools; Inservice Teacher Education; *Interpersonal Communication; Problem Solving; Regular and Special Education Relationship; *Teamwork
IDENTIFIERS- *Teacher Collaboration

This manual presents the trainee's workbook and the trainer's guidelines for the first of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 1 is on collaborative teaming and skills for communication in small planning groups. The trainee workbook is in the form of: (1) 38 transparency masters which address building collaborative teams, leadership and trust building, communication skills, a seven-step program for problem solving and decision making, and a seven-step approach to conflict resolution; and (2) nine activity sheets which apply the problem solving and conflict resolution techniques. Appendices to the trainee workbook provide the basic information in more compact form and offer a detailed case study. The trainer guidelines offer learner objectives and suggested comments keyed to each of the transparencies. A pre/post test is also provided. (Contains 22 references.) (DB)

ED 391 312 EC 304 561

Campbell, Patti C.; Campbell, Charles Robert
Curriculum Matrixing: Planning and Adaptation of Skills That Promote Inclusion. Trainee Workbook. Building Inclusive Schools, Module 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 71p.; Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For other modules in this series, see EC 304 560-565. For related videotapes, see EC 304 566.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

PUB DATE- 95
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; Body Image; *Child Abuse; *Curriculum; *Disabilities; Disclosure; Elementary Education; Emotional Development; *Prevention; *Safety Education; Self Care Skills; Self Esteem; *Sexual Abuse; Teaching Methods

This guide provides general background information and practical curriculum ideas for teaching children with disabilities personal safety skills in the area of child sexual abuse. Part 1 covers education for child protection (its history, the need addressed, and effective programs); reasons why children with disabilities especially need personal safety skills (such as their greater risk of sexual abuse,); parent participation in personal safety programs (including strategies for maximizing parent participation and answers to common parental questions); curriculum development (including adaptations for children with specific disabilities and underlying principles of any personal safety curriculum); and responding to actual or suspected sexual abuse of children (including managing a child's disclosure of abuse and providing therapy for the victims). Part 2 presents suggested activities, work sheets, and teaching methods for the seven curriculum modules which address development of: (1) self-esteem; (2) assertiveness skills; (3) coping with potential hazards; (4) body image and body awareness; (5) understanding that some body parts are private; (6) awareness of feelings; and (7) talking about these things. Two appendices present suggestions for integrating personal safety into the curriculum and additional reasons for the protection of children with disabilities. (Contains 115 references.) (DB)

ED 391 330 EC 304 579

Ahrbeck, Bernd
Problems of Identity Development of Deaf Children.
PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Deafness; Educational Methods; Elementary Secondary Education; *Interpersonal Communication; *Self Concept; *Sign Language; Theories; Total Communication

This paper considers theory and research on identity development in deaf children and concludes that the exclusively oral method of instruction is not conducive to healthy identity development. The importance of interpersonal communication in identity development from the viewpoints of both sociological and psychoanalytical theories of identity is considered in discussion of the theories of G. H. Mead, L. Krappmann, and E. H. Erikson. The implication is drawn that most deaf people will not be able to achieve successful identity development during their adolescence if they have to depend on spoken language communication in essential areas of their lives. Educators are urged to provide sign language communication for deaf children

ED 391 349 EC 304 599

Services for Deaf-Blind Children and Youth in Connecticut, Maine, Massachusetts, & New Hampshire. Final Report. Period of Performance: October 1, 1994--September 30, 1995.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 329p.; For a related document, see EC 304 598.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; Cooperative Programs; *Deaf Blind; Delivery Systems; Disability Identification; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Pilot Projects; Regional Programs; *Technical Assistance
IDENTIFIERS- Connecticut; Maine; Massachusetts; *New England; New Hampshire

This final report describes activities and accomplishments of a 2-year federal project to provide support services for deaf-blind children and youth in Connecticut, Maine, Massachusetts, and New Hampshire. Objectives and their accomplishments are divided into two major sections: activities of the New England Center (NEC) for Deaf-Blind Services and activities of the NEC Pilot Project. For the NEC center, objectives and accomplishments of the Center which apply to all four states are presented first followed by a listing of activities and accomplishments for each state. Objectives include identification of young children with deaf blindness, technical assistance, implementation of exemplary practices, personnel development, inclusion of underrepresented populations, and project administration and evaluation. Extensive appendices document consultation activities, workshops, advisory/planning meetings, agencies serving deaf-blind children, programs, advisory committee, brochures, newsletters, and forms. For the NEC Pilot Project, which focused on facilitating the educational inclusion of young children with deaf-blindness in Massachusetts, accomplishments are reported by objective, including development of assessment instruments, establishing parents as central figures in development of individual educational plans (IEP), assisting local education providers in assessment, and encouraging team involvement in IEP planning and assessment. Appendices provide additional information on consultation services, classroom environment assessment, forms, meetings, workshops, Advisory Committee activities, case studies, and an article by T. Evans Luiselli and others titled "Inclusive Education of Young Children with Deaf-Blindness: A Technical Assistance Model." (DB)

ED 391 350 EC 304 600

Services to Children and Youth in Arkansas Who Are Deaf-Blind. Project Period: 10/01/92--09/30/95.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jan 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; Curriculum Development;

IDENTIFIERS- *Abenaki

This is a dictionary of Western Abenaki as it is spoken in the last half of the 20th century. A member of the Algonquin family of languages, Western Abenaki is so named to distinguish it from Penobscot and the extinct Eastern Abenaki dialects of what is now the state of Maine. The Western Abenakis, whose homes are Odanak, Quebec, and the Missiquoi Bay region of Lake Champlain, have been known to English writers as the Saint Francis Indians because of their location on the Saint Francis River and the name of a mission on the Chaudiere River, Saint-Francois-de-Sales. In addition to the Abenaki-English/English-Abenaki word lists, the book provides information on the Western Abenaki language, variation, loan words, pronunciation, spelling, and a guide to the entries, an explanation of grammatical terms and abbreviations, and a list of roots. (NAV)

ED 391 370 FL 023 524

Olabode, Afolabi
Stylistic Embedding in Yoruba Literature.
PUB DATE- Mar 95
NOTE- 21p.; Paper presented at the Annual Conference on African Linguistics (26th, Los Angeles, CA, March 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; Discourse Analysis; Fiction; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Literature; Literature Appreciation; Novels; Poetry; *Sentence Structure; Transformational Generative Grammar; Uncommonly Taught Languages; *Yoruba

The process of embedding, a term used in generative grammar to refer to a construction in which a sentence is included within another sentence, is examined as it occurs in Yoruba literature. Examples are drawn from Yoruba praise poetry, in both written and oral form and within Yoruba novels. Forms of embedding identified include those to draw attention to the subject of a poem, to digress from the main topic and provide brief relief from it, bring humor into a tense circumstance, and make direct or indirect comment on the situation or character. Two additional forms of embedding are noted: the embedding of minor stories within the main story, sometimes using incantation or proverb, and that of poetry. Implications of the analysis for creative writing and for evaluation of an author's work and style are discussed briefly. (MSE)

ED 391 371 FL 023 525

Olabode, Afolabi
Categories in AFL2 and Implications for Pedagogy.
PUB DATE- 29 Mar 95
NOTE- 16p.; A text of a paper presented at a seminar of the Department of African and Asian Languages and Literatures (Gainesville, FL, March 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Bilingual Education; Course Content; Cultural Context; Curriculum Design; Educational Environment; Educational Objectives; Educational Strategies; Educational Trends; Foreign Countries; Program Design; Second Language Instruction; *Second Languages; *Student

*English (Second Language); *Language Role; *Limited English Speaking; *Mathematics Instruction; *Multicultural Education; Science Instruction
IDENTIFIERS- Content Area Teaching; *Language Minorities

Factors influencing the learning of mathematics in the linguistically diverse classroom are examined, drawing on the literature of mathematics and science instruction and of multicultural education. Teachers are encouraged to be aware that several linguistic, cultural, and cognitive factors affect the learner's academic performance, and to use linguistically and culturally sensitive instructional methods and activities to ensure success in math. First, a rationale for multicultural math instruction is presented, and then the relationship between language and math is examined in terms of the specific needs of limited-English-proficient students. Finally, some pedagogical implications and recommendations for classroom activities are offered. The latter include word problems that encourage repetitive language use, concrete and sensory experiences, cooperative activities that encourage interpersonal contact and problem-solving, writing and rewriting math problems, and songs and rhymes. (MSE)

ED 391 391 FL 023 567

Redesigning High School Schedules. A Report of the Task Force on Block Scheduling by the Wisconsin Association of Foreign Language Teachers.
PUB DATE- Nov 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Administrative Policy; Annotated Bibliographies; Class Size; Educational Strategies; Faculty Workload; High Schools; Homework; *Instructional Effectiveness; Instructional Improvement; Intellectual Disciplines; *Scheduling; School Districts; *School Schedules; Second Language Instruction; Teaching Methods; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- Wisconsin

The report examines issues in block scheduling as it affects foreign language teaching and learning. First, key questions related to block scheduling are discussed from the perspective of student learning, access, and workload. These include questions concerning the potential of block learning to improve achievement and rate of learning, to benefit all students equally, to improve student ability to compete nationally and internationally on standardized tests, to provide access to more courses, to accelerate progress to graduation, and to change homework requirements. Questions from the perspective of teachers are also addressed, including whether block scheduling can decrease teacher workload, would require teachers to change their teaching methods, or would require teachers to modify student assessment methods. Finally, issues affecting school organization are examined, including the potential effects of block scheduling on class size, students' class selection, different disciplines, sequential courses such as foreign languages, and interdisciplinary teaching. The block schedules used by 11 schools or districts around the country are listed, and the block schedules of 11 Wisconsin schools are detailed. For the latter group, contact persons are named. A 17-item annotated bibliography is also included. (MSE)

PUB DATE- 30 Sep 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Instruction; *Feminism; Higher Education; *Influences; Interviews; Observation; Power Structure; Self Evaluation (Individuals); Student Experience; *Teacher Student Relationship; Teaching Methods; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes; *Poststructuralism

This study used feminist poststructuralist analysis to examine ways in which the relationships between college students and faculty influenced the enactment of feminist teaching. It used open-ended interviews with 22 faculty, the majority of whom were either affiliated with the women's studies program or were in a department in the School of Education, all of whom were employed at a large midwestern university, as well as observations of the teaching strategies and philosophies of two of the participants. Using the interview and observation data, the study examined how feminist teachers incorporated student experience into their teaching, identity construction in feminist teaching, political identity, and identity as a teaching tool. (Contains 27 references.) (MDM)

ED 391 411 HE 028 847

Millett, Catherine M.; MacKenzie, Susan
An Exploratory Study of the Role of Financial Aid in Minority Doctoral Education. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Assistantships; Citizenship; Doctoral Degrees; Fellowships; Graduate Students; *Graduate Study; Higher Education; Influences; *Majors (Students); *Minority Groups; *Racial Differences; Sex Differences; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *ASHE Annual Meeting; National Postsecondary Student Aid Study

This paper provides an overview of graduate education financial aid statistics and the results of a study designed to compare minority and white graduate students' chances of receiving various forms of financial aid by virtue of a range of background characteristics. The study, which sought to replicate earlier research by Malaney (1987), is based on a subset of data from the 1989-90 National Postsecondary Student Aid Survey, namely 7,318 masters and doctoral students. It sought to test the hypothesis that on the basis of citizenship, degree level, sex, ethnicity, age, cumulative grade point average, and area of study (pure, applied, hard, soft, life, or nonlife), minorities involved in doctoral study would have an equal probability with nonminorities in receiving fellowships, grants, assistantships, or taking out loans. The study found that while minorities were more likely to receive fellowships

(HEGIS) of Opening Fall Enrollments. The national survey reached 15,050 students attending 392 four-year colleges and universities. The study used the "Input-Environment-Outcome" methodological framework which controls for students' background characteristics in order to examine the effects of college environmental variables on a particular outcome. This study's dependent variable was a student's graduate degree aspirations. The study found that certain forms of diversity promote increased degree aspirations for white and minority women. It found that, though diversity variables at the institutional or peer level were less important, those that occurred at the individual level were important. These included a sense of feminism, the acts of socializing with someone of a different ethnic group, discussing racial/ethnic issues, and taking a course in women and gender studies. The appendix contains a list of regression variables. (Contains 10 references.) (JB)

ED 391 430 HE 028 866

DeBard, Robert
The Study of Money: Science, Technology or Philosophy? ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *College Administration; Course Content; Curriculum Design; *Educational Finance; Education Courses; Finance Occupations; Financial Policy; Financial Support; Graduate Study; Higher Education; *Money Management; *Postsecondary Education as a Field of Study; Program Content; Relevance (Education); State Aid
IDENTIFIERS- *ASHE Annual Meeting

With the current pressures for increased accountability and improved productivity, financial management in the study of higher education has become increasingly important. This study examined whether the "how" or the "why" of management were more important to prospective budget administrators. The study hypothesized that an emphasis on the "why" of budget management would better prepare administrators for the increasingly dynamic world of higher education finance. The study used a review of the literature related to teaching budget management and a survey of faculty teaching financial management in 76 higher education programs. Participants were also asked to share copies of their course syllabi with the study. A total of 56 responses were received along with 42 course syllabi. Some findings included the following: (1) only 24 programs required students to take budget management; (2) the top rated subject within courses was the role of the state in financing higher education followed by financial planning; (3) fully two-thirds of the courses had content that balanced the philosophical underpinnings of finance of higher education and the budget planning and management function; and (4) the subject of budget management and finance appeared to be more topical than conceptual and required a wide cross-section of articles and texts. The paper concludes with a discussion of and recommendations regarding instruction in higher education financial management. (Contains 20 references.) (JB) difference, and dialogue. All these areas are inherent in the educational encounter and critical in informing popular education and feminist methodologies. Articles have been drawn from over 30 education journals and 12 other journals that had a development or women's focus. Each entry follows this format: author(s), title, source, date, and annotation. A list is attached of 21 books that relate directly or indirectly to feminist pedagogy. (YLB)

ED 390 987 CE 069 791

Mackenzie, Liz
Gender, Development and Power. Some Issues and Methods for Gender Trainers. Report on a Workshop for Gender Trainers Held in the Western Cape, South Africa (August 29-September 1, 1993).
PUB DATE- Nov 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Blacks; *Community Development; Consciousness Raising; *Economic Development; Feminism; Foreign Countries; Political Attitudes; Power Structure; Public Policy; *Sex Fairness; *Womens Education; Workshops
IDENTIFIERS- *Gender Training; *South Africa

Seventeen people from various parts of South Africa gathered at the Workshop for Gender Trainers to enhance their training and to focus on the gender and development approach. Sessions 1-2 on the second day dealt with gender training nightmares. During session 3, participants discussed what could have been done either to avoid the problems that had arisen or to deal with them in more effective ways. Section 4 summed up the two complementary theories behind gender training: gender and development approach and consciousness-raising approach. Other issues were men's groups, mixed gender groups, and theoretical frameworks currently being used. Session 5 used the story of the fox, the stork, and the plate of food to show the crucial role that questioning can play in gender training and in getting participation. Session 1 on the third day continued reflection on the process of questioning. Session 2 provided an overview of the gender analysis framework was provided. Session 3 addressed the importance of looking at women's practical needs and their strategic interests. Session 4 examined real cases where gender relations had been an important element in a development project and prepared a lesson plan from them. Session 5 examined different aspects and dimensions of power. Session 1 on the fourth day explored power and resistance. Session 2 addressed linking together training skills, gender theory, and power. Sessions 3- 4 focused on workshop evaluation and networking. (Appendixes include a participant list and agenda.) (YLB)

ED 390 988 CE 070 236

Gray, Kenneth C.; Herr, Edwin L.
Other Ways To Win: Creating Alternatives for High School Graduates.
PUB DATE- 95
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Aspiration; *Academic Education; Career

equipment, facilities, instructional staff, and cooperative agreements. The task list follows. Lists of assumptions and definitions are provided. The tasks are divided into the following: engine repair, automatic transmission and transaxle, manual drive train and axles, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and engine performance. Lists are also provided of applied academics (language arts and communications, mathematics, science) and workplace skills. The final section lists tools and equipment, including hand tools, general lab/shop equipment, and specialty tools and equipment. (YLB)

ED 391 006 CE 070 533

ASE Program Certification Standards for Collision Repair & Refinish Technician Training Programs.
PUB DATE- 93
NOTE- 87p.; For related training programs, see CE 070 532-535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Body Repairers; *Certification; Entry Workers; Integrated Curriculum; *Job Skills; Motor Vehicles; Occupational Information; Postsecondary Education; *Program Development; Program Implementation; Repair; Secondary Education; *Standards; Technical Education
IDENTIFIERS- National Institute Automotive Service Excellence

This publication provides the evaluation policies, procedures, and standards to which an auto body technician training program must adhere to be granted certification by the National Institute for Automotive Service Excellence. The policies section has three parts: the automobile areas that may be certified and minimum requirements for certification; information about evaluation team leaders, on-site evaluation team members, task lists, tools and equipment, and automobile program evaluation; and discussion of policies on articulation agreements, recognition for certification, appeals and action for revocation. The procedures section provides an overview of the process for certification. The next section contains the 10 program standards in these areas: purpose, administration, learning resources, finances, student services, instruction, equipment, facilities, instructional staff, and cooperative agreements. The task list follows. Lists of assumptions and definitions are provided. The tasks are divided into the following: structural analysis and damage repair, nonstructural analysis and damage repair, mechanical and electrical components, plastics and adhesives, and painting and refinishing. Lists are also provided of applied academics (language arts and communications, mathematics, science) and workplace skills. The final section lists tools and equipment, including general shop equipment and safety items, hand tools, and specialty tools and equipment. (YLB)

ED 391 007 CE 070 534

ASE Program Certification Standards for Medium/Heavy Truck Technician Training Programs.
PUB DATE- 93
NOTE- 89p.; For related training programs, see CE 070 532-535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

The Development of Technical and Vocational Education in India--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 33p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Economic Development; *Educational Change; Educational Development; Educational Improvement; Educational Legislation; *Education Work Relationship; Foreign Countries; *Labor Force Development; Nonformal Education; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *India

Education has a place of high priority on India's development agenda. The technical/vocational education (TVE) system is multisectoral with each ministry responsible for labor force development in that sector. The TVE programs in the formal education system are either state delivered or financed. The higher secondary vocational education program is the emerging mode for skill training for informal and unorganized sectors and aims to the educational requirements for self-employment. Technician education is primarily the responsibility of the polytechnic; the Ministry of Labor looks after craftsworker and apprenticeship training. Educational policy formulation is a complex exercise, carried out at many levels by all concerned agencies. India has passed less educational legislation than many other countries. Steps being taken to improve TVE include a major World Bank-financed scheme that addresses the present weaknesses. TVE problems are identified by public officials, voluntary organizations, mass media, and education. Future directions of improvement are as follows: introduction of first degree-level vocational courses; internal resource generation through the vocational program outreach studies in schools; creating and expanding the open learning system for greater flexibility in delivery and for wider outreach, and effective linkage with industry and the world of work; an entrepreneurial orientation to TVE; and articulation between TVE and general education. (YLB)

ED 391 025 CE 070 591

Bakri, Mohamad
The Development of Technical and Vocational Education in Indonesia--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 48p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; Educational Change; Educational Development; Educational History; Educational Quality; *Education Work Relationship; Foreign Countries; Labor Force Development; Postsecondary Education; *School Business

comprehensive career planning that resulted from the Mississippi Tech Prep Initiative. Career Discovery at the seventh-grade level introduces students to career opportunities and the skills needed for various career paths. Computer Discovery at the eighth-grade level exposes students to a multimedia environment and fundamental computer skills. Technology Discovery at the ninth-grade level enables students to explore technology resources, processes, and systems and select paths leading to career development and advanced education. Course descriptions provide course goals, course outline with unit titles and numbers of days of instruction, and a sample unit of instruction. Components of each sample unit of instruction are a list of competencies and suggested objectives, suggested teaching strategies, suggested assessment strategies, and suggested references. The description of the career/educational plans that are initiated in the 7th grade and updated each year through the 12th grade includes an overview, discussion of key players, and description of key components. (YLB)

ED 391 043 CE 070 616

Hayslip, Jo
Using the Career Orientation and Planning Profile (COPP) and the Myers-Briggs Type Indicator (MBTI) To Strengthen Adult Students' Knowledge of Self and of the Work World.
PUB DATE- 2 Dec 95
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Choice; Career Counseling; Career Education; Career Exploration; *Career Planning; Decision Making; Educational Research; Females; *Job Training; Personality Measures; Personality Traits; Program Effectiveness; Self Evaluation (Individuals); Underemployment; Unemployment
IDENTIFIERS- *Career Orientation and Planning Profile; *Myers Briggs Type Indicator

A study worked with three groups of female students to determine whether using the Career Orientation and Planning Profile (COPP) and the Myers-Briggs Type Indicator (MBTI) would enable adults to make better career choices the second time around. The students were women in the Access to Careers and Training (ACT) program for unemployed or underemployed individuals currently receiving or eligible for Aid to Families with Dependent Children. The three groups were a capital city population of 15, an urban population of 10, and a rural population of 12 ACT participants. The capital city group completed only the COPP, the rural population only the MBTI, and the urban group both. The hypothesis was that one of the three procedures would produce a more complete set of plans and identify a more positive attitude toward job seeking and job finding. Data from the three groups were analyzed by comparing the original career choice to the final choice of each participant. Findings seemed to indicate that the treatment that made the most difference was the COPP by itself. Recommendations were as follows: a training session on how to administer and interpret the COPP; more time for the COPP and MBTI; more appropriate matching of the groups; and development of a program including the COPP and MBTI. (Participant comment and a summary of COPP work with adults are appended.) (YLB)

IDENTIFIERS- *Northern Ireland

A project investigated the extent to which the current adult basic education (ABE) provision was meeting the needs of participants in Northern Ireland. Interviews were conducted with key individuals from 22 agencies providing adult literacy and numeracy support, selected tutors and managers of ABE (n=62), and 55 ABE students. Students had a variety of reasons for participation, often both vocational and personal. Barriers were mainly dispositional, including the fear of being seen to have ABE needs, of traveling to unsafe areas, and of not being able to cope with course content. Situational barriers included the costs incurred by participation. Child care considerations also affected students' participation and regular attendance. Students gave particular praise to course content, styles of teaching, and teachers' qualities. In contrast to initial assessment and induction guidance, pre-entry guidance was minimal. Participants considered guidance and support while on courses to be excellent. The majority of coordinators and managers of ABE provision felt that, overall, available funding for ABE in Northern Ireland was insufficient. Full-time staff were the best qualified, but most ABE teaching was done by part-time and volunteer tutors with lower levels of relevant qualifications. Benefits included helping improve skills needed at work and increasing promotion prospects, improving the quality of life, and increasing self-esteem. Contains eight references. (YLB)

ED 391 061 CE 070 649

Implications of Welfare Reform for Workforce Development. Issue Brief.

PUB DATE- 5 Dec 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Employment Programs; *Federal Legislation; *Job Development; *Job Training; *Labor Force Development; Program Improvement; State Programs; *Welfare Recipients
IDENTIFIERS- *Welfare Reform

The latest round of proposed state and federal welfare reforms has major implications for state work force development systems. These systems will face new demands generated by the need to help welfare recipients find jobs before they reach the time limits on aid and the need for states to meet the new work participation rates for federal welfare programs. In addition, states may be implementing new work force development block grants at the same time that they are implementing new welfare block grants. The adult education and work force development systems have been playing a central role in welfare reform for some time; however, the newest reforms to the welfare system will mean that states will receive less federal funding and that states will be required to place many more welfare recipients in jobs or in work activities. Education and job training will not be the principal focus of welfare-to-work programs because most welfare recipients must be in actual jobs or work activities for their participation to count toward federal work participation requirements. These differences mean that policymakers in the adult education and work force development systems will have to rethink the role their programs play in welfare reform. Job search, unpaid work experience, and subsidized jobs will play a much larger role. Many job training courses, such as those at community colleges, organizational trends, employment skills, and training data; and case studies of a cross-section of companies and establishments. Some of the major findings were the following: (1) the retail sector across Europe reflects the traditions of each of the nations, with retailing highly developed and structured in the north and less structured in the south; (2) the retail sector will become more homogeneous during the next decade by the creation of the European Union, but employment patterns will remain disparate; (3) part-time work is a factor in much of the retail industry; (4) training takes up 1-3 percent of labor costs, comparable to manufacturing, banking, and insurance industries; (5) most continuing education is company based; (6) advanced technology has been rapidly introduced into the retail industry; (7) greater emphasis is being placed on the development of interpersonal skills for customer service; and (8) more human resources and training personnel are being employed. The study concluded that the European retail sector will probably employ about the same number of people in the year 2000, but in fewer, larger establishments, and with more female employees. More training is expected. (The report contains 36 references and 7 case studies of companies in Germany, Greece, Ireland, Italy, Northern Ireland, Spain, and the United Kingdom.) (KC)

ED 391 080 CE 070 695

Connor, Helen; Jagger, Nick
The Labour Market for Postgraduates.
SPONS. AGENCY- Employment Dept., London (England).
PUB DATE- 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Doctoral Degrees; *Education Work Relationship; *Employment Opportunities; *Employment Patterns; Employment Projections; Entry Workers; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; *Labor Market; *Labor Supply; Literature Reviews; Masters Degrees; Professional Continuing Education; Recruitment; Relevance (Education); Supply and Demand; Trend Analysis
IDENTIFIERS- *Great Britain

A study examined the current and projected labor market for graduates of master's degree, doctoral degree, and other professional continuing education programs in Great Britain. The latest available data regarding employment patterns, supply, and recruitment postgraduates in scientific/engineering fields were reviewed, and future trends were identified. Both the perceived purpose of postgraduate study and the output and employment of postgraduates were found to have increased considerably over the past decade. Although the traditional role of postgraduate study as a first step to industrial research or academic teaching careers has decreased, its role in training and development has increased and will likely continue to do so. Because postgraduate study is increasingly serving as a means of alleviating specific skill shortages and as an extension to first degree study, the balance in output of postgraduates has shifted away from Ph.D. study and toward master of sciences and postgraduate diplomas in more vocationally oriented disciplines. Little evidence exists of the clear benefits of postgraduate study to individuals in terms of career progress or financial rewards. The supply of postgraduates will likely increase along current lines, and labor market demand for postgraduates who are

Software.
PUB DATE- Nov 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Kansas City, MO, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Computer Mediated Communication; Computer Uses in Education; *Continuing Education; Course Content; Curriculum Design; *Curriculum Development; Distance Education; Foreign Countries; Graduate Study; Higher Education; Leadership Training; Student Attitudes; Teacher Attitudes
IDENTIFIERS- University of Calgary (Canada)

Two computer-mediated courses were developed and taught in an innovative master of continuing education program at the University of Calgary (Canada): Career Development in Organizational Settings and Leadership in Organizations. Within the context of the computer-mediated communication (CMC) system, the courses were structured in conferences depicted and accessed from student computer desktops. Instructor issues were related to the process of teaching/learning (amount of time required to deliver courses, sense of "connection" to and between students, student reactions to assignments and learning activities, and how students, instructors, and administrators dealt with technical problems) and content of courses (breadth and depth). Student issues were related to process (value of exploring each topic in relation to self, lack of "real" communication, struggle to articulate "theories-in-use," democratizing effect of the CMC classroom, and frustration with technical problems) and content (struggle to understand much broader definitions of key concepts, amount of time, and relevance of the courses). The most unique challenges in the CMC classroom were technical. Building a "learning community" was of critical importance in creating a successful virtual classroom. Recommendations were made for building successful computer-mediated learning environments. The abbreviated course syllabi is appended. Contains 22 references.) (YLB)

ED 391 101 CE 070 736

Lynch, Richard L.; And Others
Seamless Education: Why a System for Transfer in Occupational Education? Briefing Paper No. 1, Spring 1994.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 94
NOTE- 4p.; For related documents, see CE 070 737-738.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College Transfer Students; *Educational Needs; Educational Policy; *Educational Trends; Education Work Relationship; *Futures (of Society); Higher Education; Labor Force Development; *Transfer Policy

The concept of a "seamless education" has taken hold of the public imagination in recent years. Changes in the way society views higher education and what it expects from education are forcing colleges to reconsider the way learning is structured and credentials are awarded. Likewise, the importance of education as preparation for work, in particular for the high

PUB DATE- Mar 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Drug Education; *Educational Assessment; Elementary School Students; Elementary Secondary Education; Evaluation; Evaluation Methods; Evaluation Utilization; Health Education; High Risk Students; Participant Satisfaction; Program Effectiveness; Program Evaluation; Qualitative Research; Secondary School Students; *Substance Abuse; *Summative Evaluation

In an effort to prevent substance use and abuse by children and adolescents, the California Drug, Alcohol, and Tobacco Education (DATE) Program was initiated in 1991. This report evaluates the program from perspectives of school district personnel, and students, generating an explanation of the "whats" and "hows" of drug prevention programs. Among school district personnel, nearly 250 students in grades 5-12, considered "at-risk for substance abuse" and "thriving" in their school, were interviewed in 40 focus groups. This data was combined with survey data from more than 5,000 randomly selected students in grades 7-12. The data strongly suggest that many student substance used decisions are either neutrally and/or negatively influenced by their school-based drug education. Researchers identified mismatch between how educational implementation/delivery compared with students' perception of issues. As grade level increased student dissatisfaction increased. Most school district personnel and students believed that DATE services: (1) result in developmentally inappropriate programs: (2) undermine school personnel's credibility by giving students only one perspective, which students perceive as biased, and (3) help create policies that exclude those who are most in need of help. Appendices include 1992 and 1993 interview questions and "An Alternative View to the Risk Orientation." (JBJ)

ED 391 121 CG 026 465

Tors, Barbara
A Preliminary Investigation of Factors Affecting Educational Attainment of Children of Divorce.
PUB DATE- Aug 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Children; Court Litigation; *Divorce; *Educational Attainment; Elementary Secondary Education; Family Problems; *Feminization of Poverty; Literature Reviews; Poverty; Sex Bias; Sex Discrimination

The total number of children affected by divorce has more than tripled since 1960, even though the total number of children has declined from the 1970s to the 1980s. In 1988 female-headed households with children and no spouse present constituted 44.7 percent of all families at or below the poverty level. The purpose of this paper is to show that inequitable treatment of women in our legal system, directly affects their children's achievement in school as measured by standardized test scores and other measures. Specific educational studies that have been conducted on children of divorce are described, showing lower mean performance IQ, lower SAT scores, and lower educational attainment. This inequity effects children's chances of

Training and How They Relate to Career Development Needs; and (8) Organizations That May Be Helpful to You. Appendices are: (1) Selected Text of School-to-Work Opportunities Act; (2) An Action Plan: Developing a Comprehensive Developmental Career Guidance Program That Meets the Needs of School-to-Work Transition Initiatives; (3) State Occupational Information Coordinating Committee Addresses and Telephone Numbers; and (4) Career Guidance and Counseling Program Information: OVAE. (JBJ)

ED 391 141 CS 012 324

Albert, Elaine
Why Does Phonics Work?: Process vs. Declaration.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Phonics; *Reading Instruction; *Reading Skills; *Sight Method; *Skill Development
IDENTIFIERS- Words

Reading is a skill--learning how the alphabet works by using it. Learning how to do it involves practice in building letters into words. As the decoding process is practiced, phonics moves into long-term storage. Building the skill of reading has the same 4 aspects as developing other skills: (1) the beginner uses the motion of his vocal organs to repeat the sounds the letters represent; (2) once the beginner discovers how to build 3-letter words with the short vowel, succeeding steps are merely variations on the first step; (3) the first early discovery of how to build those 3-letter words may be startlingly rapid; and (4) once the skill has been obtained it is not forgotten. In contrast, there is the look-say or whole word method in which recognition is factual, declarative. While look-say victims turn up in fourth grade unable to read more difficult texts, phonics users have moved on into reading whatever is available. (RS)

ED 391 142 CS 012 327

Bloodworth, Holly; And Others
Lives in the Balance: Teaching about Pets and Pet Care.
PUB DATE- 13 Nov 95
NOTE- 12p.; Paper presented at the Combined Meetings of the Great Lakes International Reading Association and the Southeast International Reading Association (Nashville, TN, November 11-15, 1995). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Caretakers; *Animals; Class Activities; Elementary Education; *Pets; Reader Text Relationship; Thematic Approach
IDENTIFIERS- *Reading Uses; Trade Books

This paper presents lists of books about pets and pet care, a list of pet theme ideas, an anticipation guide, and a list of community and professional resources. The 23-item list of books about pets and pet care (published between 1940 and 1994) is divided into sections on teacher's choices, nonfiction, recent books, and teacher resources. The 21-item list of pet theme deal more, including some accounting of Nature's wild and sometimes malignant side. "Literary nonfiction" is too broad and "travel literature" suggests that nature writing is mainly descriptive when it is much more. Most writing can be viewed as argumentative, including nature writing. Almost all specimens of the genre praise the beauty of the natural world, but they are also intermixed with varying amounts of blame for its destruction. This dual purpose of praise and blame indicates that nature writing functions as "epideictic" or ceremonial discourse, which at least since the time of Homer has functioned as a means of drawing readers into the writer's ethos. A number of points can be made about the importance of encouraging students to read and write about nature and the environment: (1) all people have a perspective on their interconnectedness with their environment; (2) "tree hugging" and tree clear cutting are both ideological positions that may be explored through the making of arguments; and (3) environmental literature is interdisciplinary. (Attached is a 28-item list of texts for teaching environmental writing.) (TB)

ED 391 162 CS 215 164

Short, Kathy G.; And Others
Creating Classrooms for Authors and Inquirers. Second Edition.
PUB DATE- 96
NOTE- 641p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Curriculum Development; Elementary Education; *Inquiry; Language Arts; *Literacy; *Reading Instruction; Student Centered Curriculum; *Writing Instruction
IDENTIFIERS- Authorship

Offering more practical ideas and a rich description of how their curriculum moved from writing and reading to include inquiry, the first half of this book focuses on the authoring cycle and the ways in which educators have used the cycle as a curricular framework. The second half of the book provides detailed descriptions of "curricular engagements" (classroom strategies) within this framework. Chapters in the book are: (1) Visions of Literacy; (2) The Authoring Cycle as a Curricular Framework for Writing; (3) The Authoring Cycle as Curricular Framework for Reading; (4) The Authoring Cycle as Curricular Framework for Inquiry; and (5) Maintaining a Community of Inquirers. In between each chapter in the first half of the book are articles by teachers who use the authoring cycle as a conceptual framework for thinking about curriculum: "Teachers and Kidwatchers" (Tim O'Keefe); "Getting Started: Establishing a Reading/Writing Classroom" (Kathryn Mitchell Pierce); "Creating a Collaborative Environment" (Gloria Kauffman); and "When Teachers and Parents Inquire" (Kathy Egawa). The 20 curricular engagements in the second half of the book include activities such as the author's circle, portfolios, bookmaking, classroom newspapers, family stories, journal writing, Readers Theatre, shared reading, and a visitor's corner. Contains 270 references. (RS)

ED 391 163 CS 215 167

Bonadonna, Angelo
To Logology and Back--The Late Essays of Kenneth Burke.

*Multicultural Education; News Reporting; *Racial Bias; Role Models; Student Needs
IDENTIFIERS- *African Americans; *Southern Arkansas University

The broadcast journalism sequence at Southern Arkansas University allows African-American students as many opportunities as possible to review role models from different perspectives. The school has an enrollment of 18% Black students. Each area studied in the introduction to mass media course involves sections dealing with multicultural and African-American perspectives on matters relating to broadcasting. In this regard, television is an essential teaching tool because it refracts many societal concerns and effects. Controversial issues of public importance involving the African-American community can be shown and discussed with students, in addition to serving as a jumping-off point for research papers. A number of TV clips can be used to illustrate these points, such as: (1) the death of Arthur Ashe, who was buried in Richmond, Virginia, brings up important reporting ethical questions for students; (2) music performed by some African-American musical groups such as 2 Live Crew raise questions about censorship; (3) coverage of the Los Angeles riots raise critical questions about the media's cultural orientation; and (4) a look at how the media in the 1960s treated a figure like Malcolm X exposes students to a figure they have probably seldom seen. (TB)

ED 391 184 CS 509 110

Reppert, James E.
Improving Relationships between College and High School Forensics Programs: Three Case Studies and a Regional Survey.
PUB DATE- Oct 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; Communication Skills; *Debate; Higher Education; *High Schools; *High School Students; *Outreach Programs
IDENTIFIERS- Debate Tournaments; Kentucky; Nevada

The importance of the bond between secondary and higher education forensics programs cannot be overstated. For many high school students, involving themselves in debate and individual events can result in a partial or full college scholarship. Of equal importance is the benefit of participation in an extracurricular activity that enhances writing and speaking skills. Several forensics commentators have assessed the state of high school and university cooperation in various parts of the country. Robert J. Glenn, III, for instance, calls for the need for regional organization and more involvement by the National Forensics League in northwest Kentucky. He also suggests that a new debate style that would focus on the quality and content of argumentation rather than speed of delivery be given serious consideration by small and medium-sized colleges and universities. Minh A. Luong reviews the mutually beneficial relationship between University of California Berkeley and the northern California High School Forensics Community. He explains how college teams can intern as high school coaches, giving novice speakers needed advice from seasoned competitors. He also reviews the success of Berkeley's summer speech institute. Thomas Murphy discusses the

Michigan (Saginaw); Television Stations

A study examined the effects of the Children's Television Act of 1990 on television stations' freedom to schedule programs. Subjects were programming directors responsible for scheduling children's blocks in the Flint-Saginaw-Bay City, Michigan, TV market, the nation's 60th largest. The four program directors, whose stations were major network affiliates, were interviewed in July 1995 and asked what they had done during the past 4 years to address the requirements of the Children's Television Act and whether the 1990 Act had affected their freedom to program the station the way they wanted. Overall, while there were some expressions of concern from the program directors about private marketplace decision making being infringed upon by government pressure for more pro-social children's programming, they seem to view the need for compliance with various federal mandates as nothing new or unexpected. Their primary response is best categorized as a willing and somewhat resigned quest for practical, affordable, and efficient forms of programming to adequately reflect the spirit and intent of the 1990 Act. Of the four program directors, only one felt that the Act had infringed on her First Amendment directors, only one felt that the Act had infringed her First Amendment right to program her station as she wished. Of greater impact is the added paperwork the Act's compliance necessitates. Two of the subjects noted the time, preparation, and energy that goes into producing FCC-friendly programming at the local level, to comply with the requirement of a specific number of hours per week of educational and informational children's programming. (Contains nine references.) (NKA)

ED 391 202 CS 509 147

Neher, William W.
Using Comserve in Communication Courses.
PUB DATE- 21 Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Research; Higher Education; *Information Centers; *Internet; *Online Systems; Scholarly Journals
IDENTIFIERS- *Comserve; Gopher

Comserve is an electronic information service comprised of several different components that can be useful to communication teachers and professionals with access to the Internet. Users can search a large number of files related to communication studies and research, locate those of interest, and have copies sent through e-mail for downloading. Comserve maintains several "hotlines," on-line discussion groups, and bulletin boards on areas of special interest. Currently, 24 hotlines are available for public discussion through e-mail. Comserve also makes available perhaps the most extensive index to articles published in a wide array of communication journals and provides on-line information regarding the annual convention of the Speech Communication Association. People with access to an Internet Gopher client program can use many, though not all, of the Comserve services through that connection. (A description of hotlines and a list of journals indexed is attached.) (RS)

The process of implementing change is extremely complicated, particularly when multiple innovations are being introduced simultaneously. Conflicting views exist regarding provincial versus local priorities, and available resources are declining. This report is a summary of a Master's thesis that analyzed the implementation process employed in 13 Saskatchewan School Divisions, with a focus on the perspectives of teachers responsible for implementing provincial Core curriculum initiatives. A total of 392 out of a possible 487 teachers in 23 schools responded to a questionnaire. Recommendations for training and employment include: allow teachers to sample materials prior to implementation; provide equal access to teacher-developed resource materials; adjust timelines for implementation to ensure that adequate and material sources are available; and garner the support of personnel at all levels for teacher networks. Administrators should integrate the teacher-supervision process and support for program implementation; facilitate teachers' request for shared planning; support more individualized forms of staff development; and develop, in consultation with teachers, a policy consistent with provincial plans for Core curriculum implementation. Four tables are included. Appendices contain the instrument codebook and statistical data. (Contains 100 references.) (LMI)

ED 391 221 EA 027 218

Public Opinions about Education in Saskatchewan. SSTA Research in Brief.
PUB DATE- Nov 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Foreign Countries; *Governance; Majority Attitudes; Parent Participation; Program Implementation; *Public Opinion; Public Support; *School Community Relationship; *School Role; School Support
IDENTIFIERS- *Saskatchewan

This document presents findings of a commissioned survey that explored public attitudes toward a number of issues affecting K-12 education in Saskatchewan. Data were derived from telephone interviews with 708 individuals and focus-group interviews. Of the telephone sample, 54 percent had children attending school. Themes that emerged were classified as education today, governance, future directions, time in school, and the CORE curriculum. Thirty-eight percent of the respondents identified lack of funding as the biggest problem facing Saskatchewan schools, followed by discipline problems (21 percent) and student-teacher ratios (15 percent). Fifty-four percent believed that elementary-secondary expenditures were inadequate. Most parents expressed satisfaction with the educational environment of their children's schools and the quality of teaching. Overall, most respondents were satisfied with their school boards, leadership at their children's schools, and opportunities for input. The majority of respondents favored making schools available for community use and giving schools increased flexibility. Fifty-three percent of parents agreed with the changes made by the new CORE curriculum. Forty figures are included. Appendices contain the survey instrument, demographic information on respondents, and survey data. (LMI)

Foundation for the Future: OECS Education Reform Strategy.
PUB DATE- Dec 91
NOTE- 137p.; For related documents, see EA 027 305-307.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Education; Dropouts; Early Childhood Education; Educational Finance; Elementary Secondary Education; Enrollment Trends; Foreign Countries; *Governance; *Performance; Primary Education; *Regional Planning; School Administration; *School Restructuring; Teacher Salaries
IDENTIFIERS- *Caribbean

This document, developed by the Organization of Eastern Caribbean States (OECS) working group in 1991, presents recommendations for educational reform for OECS region. The plan was derived through analysis of the educational systems of the sub-region, interaction with chief education officers of OECS countries, national and subregional consultations, and a literature review. The first section describes the purpose of the reform effort, process, context of the eight Eastern Caribbean states, the developmental imperatives dictating educational reform, and the characteristics and state of education in the subregion. The second section describes the proposed reform strategies for: (1) harmonizing the education systems of the OECS; (2) reforming early childhood, primary, secondary, tertiary, and adult education; (3) reforming the terms and conditions of service of teachers; (4) reforming the management and administration of the education systems; and (5) reforming educational finance. Appendices contain project area profiles, a list of participants in the national and sub-regional consultations, and regional comparisons of performance in Caribbean Exam Council examinations. (LMI)

ED 391 240 EA 027 305

Charles, Hubert J.
Organisation of Eastern Caribbean States (OECS) Education Reform Strategy: Report on Country Consultations and Work Plan.
PUB DATE- Jul 92
NOTE- 59p.; For the OECS Education Reform Strategy and related documents, see EA 027 304 and EA 027 306-307 respectively.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; *Educational Objectives; Educational Planning; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; *Policy Formation; Regional Cooperation; *Regional Planning
IDENTIFIERS- *Caribbean

In 1991 a working group from the Organisation of Eastern Caribbean States (OECS) released a report, the OECS Education Reform Strategy (OERS), which detailed proposed reform strategies for the region. This document summarizes the report's nine recommendations and responses to the report. The report was distributed to Ministries of Education and community-based stakeholders and a series of national consultations were held to prepare a regional action plan. This document outlines a program that reflects the elements that received the fullest support during the consultations. The broad goals of the proposed reform strategy included: (1) attainment of a significant measure of harmonization and integration of the education systems of the sub-region; (2) the qualitative development of the education system at the level of the school

Siskin, Leslie Santee, Ed.; Little, Judith Warren, Ed.
The Subjects in Question: Departmental Organization and the High School. The Series on School Reform.
PUB DATE- 95
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; *Curriculum Development; *Departments; High Schools; Instructional Program Divisions; *Intellectual Disciplines; Interprofessional Relationship; Organizational Climate; Organizational Development; *School Organization; *Teaching (Occupation); Teaching Conditions; Work Environment

Subject departments form the primary organizational unit of the high school. The chapters in this book illuminate the ways in which departments shape the views and practice of individual teachers, serve as a locus of professional community, and express institutional and social values. The book examines the implications of subject affiliation and department membership for teachers' work and for students' experience of schooling. The 5-year project of the Center for Research on the Context of Secondary School Teaching (CRC) provides the impetus for exploring issues related to subject departments. Following the introduction entitled "The Subject Department: Continuities and Critiques," by Leslie Santee Siskin and Judith Warren Little, the chapters include the following: (1) "Subject Divisions" (Leslie Santee Siskin); (2) "Work Units in Organizations: Ransacking the Literature" (W. Richard Scott and Randi C. Cohen); (3) "Boundaries of Teachers' Professional Communities in U.S. High Schools: Power and Precariousness of the Subject Department" (Joan E. Talbert); (4) "Revisiting Subject Disciplines as the Opportunity for Group Action: A Measured Critique of Subject Subcultures" (Stephen J. Ball and Colin Lacey); (5) "The Strong Department: Building the Department as Learning Community" (Don Hill); (6) "The Balkanization of Secondary School Teaching" (Andy Hargreaves and Robert Macmillan); and (7) "Subject Affiliation in High Schools That Restructure" (Judith Warren Little). Contains an index and references for individual chapters. (LMI)

ED 391 258 EA 027 329

Beales, Janet R.
Doing More with Less: Competitive Contracting for School-Support Services. Policy Study No. 179.
PUB DATE- Sep 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bus Transportation; *Contracts; *Cost Effectiveness; Educational Economics; *Educational Finance; *Efficiency; Elementary Secondary Education; Expenditure per Student; Food Service; Free Enterprise System; Labor Relations; *Privatization; Resource Allocation; School Maintenance

To cut costs, some administrators are contracting with the private sector for such services as pupil transportation, facilities maintenance, and cafeteria operations. Proponents of competitive contracting assert that it can provide public schools with the kind of expertise, flexibility, and cost

Performance Report, Program Year 1994-1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Demonstration Programs; *Disability Identification; Elementary Secondary Education; Inclusive Schools; *Inservice Education; Models; Parent Associations; Parent Education; Preschool Education; *State Programs; *Technical Assistance
IDENTIFIERS- *North Carolina

This final report focuses on activities and accomplishments of a 3-year federally supported project in North Carolina to identify and serve students with deaf-blindness. Major accomplishments included: an increase in identified deaf blind individuals in the state from 341 at the beginning of the project to 396 at the end; implementation of a Model Inclusion Program by the Rockingham Consolidated School System; development of a statewide parent organization; implementation of regional interagency deaf-blind resource teams; and provision of training to a total of 4,148 professionals, paraprofessionals, and family members over the 3-year period. An attached management plan lists each project objective, relevant activities, original projected timeline, and specific accomplishments. (DB)

ED 391 277 EC 304 526

Graham, Terry; Bosarge, Zackie
Alabama 622 Project Services to Deaf-Blind Children. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 95
NOTE- 52p.; Colored charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; Delivery Systems; Disability Identification; Early Intervention; Elementary Secondary Education; Infants; Inservice Education; Parent Education; Preschool Education; *State Programs; *Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Alabama

This report describes activities and accomplishments of a 3-year federally supported project to improve services to children (ages 0-21) with deaf-blindness in Alabama. The project utilized a service delivery model based on provision of state, regional, local, and individual technical assistance to service providers and families through three strands: infant and toddler services, ages 0 through 2; school age services, ages 3 through 21; and transition services, ages 14 through 21. Activities were designed to assure that public and private agencies, institutions, and organizations provide more effective early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness. The project provided preservice and inservice training activities, individual and group consultation services, and statewide workshops and conferences where exemplary and effective strategies to work with the deaf blindness and their families. The study identified and tracked 205 children and youth with deaf-blindness through community agency and public school programs. Inservice training workshops on such topics as communication, functional curriculum, integration, and challenging behaviors were conducted. Over 1,000 items were entered into a materials resource center for distribution statewide. An existing mentor teacher training project was expanded. Parent support weekends were conducted for families of children with deaf-blindness. A 2-day statewide workshop on assessment and evaluation of infants and toddlers with deaf-blindness was conducted. Additional workshops provided transition plan training. The project also coordinated information and training regarding technology with the state's technology project. Various brochures and newsletters were developed and distributed. Individual sections of this report describe the project's purpose, goals and objectives, accomplishments, outcomes, problems, and impact. Appendices provide a detailed sample consultation report and two case studies. (DB)

ED 391 295 EC 304 544

Koegel, Lynn Kern, Ed.; And Others
Positive Behavioral Support: Including People with Difficult Behavior in the Community.
PUB DATE- 96
NOTE- 510p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Behavioral Science Research; *Behavior Change; Behavior Modification; *Behavior Problems; Classroom Environment; *Educational Strategies; Elementary Secondary Education; Family Environment; Family Problems; *Inclusive Schools; Interpersonal Relationship; *Intervention; Parent Child Relationship; Parent Education; Preschool Education; Punishment; *Social Integration

Twenty papers on positive behavioral support for people with difficult behavior are grouped into four sections: (1) family issues and family support; (2) education issues; (3) social inclusion; and (4) community inclusion. Papers include: "Parent Education for Prevention and Reduction of Severe Problem Behaviors" (Lynn Kern Koegel et al.); "Early Intervention and Serious Problem Behaviors: A Comprehensive Approach" (Glen Dunlap and Lise Fox); "Developing Long-Term Reciprocal Interactions between Parents and Their Young Children with Problematic Behavior" (David P. Wacker et al.); "Contextual Fit for Behavioral Support Plans: A Model for Goodness of Fit'" (Richard W. Albin et al.); "Group Action Planning as a Strategy for Providing Comprehensive Family Support" (Ann P. Turnbull and H. Rutherford Turnbull, III); "A Gift from Alex--The Art of Belonging: Strategies for Academic and Social Inclusion" (Cheryl Nickels); "How Everyday Environments Support Children's Communication" (Ann P. Kaiser and Peggy P. Hester); "New Structures and Systems Change for Comprehensive Positive Behavioral Support" (Wayne Sailor); "Reducing Corporal Punishment with Elementary School Students Using Behavioral Diagnostic Procedures" (Connie C. Taylor and Jon S. Bailey); "Coordinating Preservice and In-Service Training of Early Interventionists To Serve Preschoolers Who Engage in Challenging Behavior" (Joe Reichle et al.); "Avoiding Due Process Hearings: Developing an Open Relationship between Parents and School Districts" (William L. E. Dussault); "Social Relationships, Influential Variables, and Change across the

(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Disabilities; Educational Practices; Elementary Secondary Education; Environmental Influences; *Evaluation Methods; *Inclusive Schools; Inservice Teacher Education; Regular and Special Education Relationship; School Community Relationship; Student Educational Objectives; Student Evaluation; Team Teaching; *Teamwork
IDENTIFIERS- *Environmental Assessment Technique

This manual presents the trainee's workbook and the trainer's guidelines for the second of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 2 is on curriculum matrixing and the Team Environmental Assessment Mapping System (TEAMS). The trainee workbook is in the form of: (1) 24 transparency masters which provide information on curriculum matrixing objectives, steps in the TEAMS process, community and school interaction questions, and steps for curriculum matrixing; and (2) three activities applying these principles. Trainer guidelines offer learner objectives and suggested comments in the areas of planning for inclusion, teams, and designing an inclusive curriculum. A pre/posttest is also included. (DB)

ED 391 313 EC 304 562

Campbell, Patti C.; Campbell, Charles Robert
Instructional Teaming, Part A: Skills for Planning Instruction. Trainee Workbook. Building Inclusive Schools, Module 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 100p.; Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For other modules in this series, see EC 304 560-565. For related videotapes, see EC 304 566.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Competency Based Education; Diagnostic Teaching; *Disabilities; Educational Practices; Elementary Secondary Education; *Evaluation Methods; *Inclusive Schools; Individualized Education Programs; Inservice Teacher Education; *Instructional Development; *Performance Based Assessment; Regular and Special Education Relationship; *Student Evaluation; *Teamwork

This manual presents the trainee's workbook and the trainer's guidelines for the third of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for student with diverse learning abilities and disabilities. Module 3 is on skills for planning instruction in instructional teams. The trainee workbook is in the form of 44 transparency masters and 4 activities which address performance assessment, steps in designing performance assessments, examples of real-life performances and products, the at early ages. (Contains 11 references.) (DB)

ED 391 331 EC 304 580

Staub, Debbie
Qualitative Research on School Inclusion: What Do We Know? What Do We Need To Find Out?
PUB DATE- Dec 95
NOTE- 8p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (San Francisco, CA, November 30-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Disabilities; Educational Environment; Elementary Secondary Education; *Friendship; Humanistic Education; *Inclusive Schools; Interpersonal Relationship; Mainstreaming; Outcomes of Education; *Peer Relationship; Qualitative Research; Research Needs; Social Development; Social Integration; Values Education

This paper summarizes findings of a 3-year study assessing outcomes for 35 children (preschool to high school aged) with mild to severe disabilities in inclusive educational settings. Additionally, the study looked at "connected" pairs of children--each pair including a child with and a child without a disability. It identified three main areas of friendship outcomes for children with and without disabilities: warm and caring companions; growth in social cognition and self-concept; and development of personal principles. Teachers who wish to facilitate friendships in inclusive settings are encouraged to: (1) recognize and value the importance of social context for all learners; (2) structure learning opportunities that not only teach values, but allow children to experience such values everyday; and (3) provide classroom and instructional structures that foster peer relationships in caring community schools. Researchers are urged to investigate such questions as how schooling experiences affect children's ideas about who they are and how they fit into the community. (DB)

ED 391 332 EC 304 581

South Dakota Deaf Blind Project: Expanding the Circle of Services for Children & Youth Who Are Deaf Blind. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 95
NOTE- 10p.; For related documents, see EC 304 571-574.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; American Indian Education; *Deaf Blind; Disability Identification; Early Intervention; Education Work Relationship; Elementary Secondary Education; *Inclusive Schools; Preschool Education; Regional Programs; *Reservation American Indians; *Technical Assistance; Transitional Programs
IDENTIFIERS- *South Dakota

This report describes activities and accomplishments of the 3-year project, "Expanding the Circle of Services for Children and Youth Who Are Deaf Blind," a South Dakota project to improve services to this population through improved interagency cooperation and technical assistance. A highlight

*Deaf Blind; Disability Identification; Early Intervention; Educational Practices; Elementary Secondary Education; *Inservice Education; *Parent Education; Parent Rights; *State Programs; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Arkansas

This final report describes activities and accomplishments of the Arkansas Project for Children and Youth with Deaf/Blindness, a 3-year federally supported project to provide support services to children and youth in Arkansas who are deaf-blind. The project provided technical assistance in the following areas: early identification, incidence and characteristics of individuals with deaf-blindness, early intervention, transition, best educational practices including inclusion, functional curriculum including modifications and adaptations, and parental rights and responsibilities. The project focused on two key approaches--first, provision of information to parents and families by a full-time family consultant, and, second, education of key personnel who serve children and youth with deaf/blindness by a full-time education consultant. The project's effectiveness was evaluated by: the number of children identified with deaf/blindness; consumer satisfaction surveys completed by parents; number of professionals, paraprofessionals, and parents who received information and training; and improved skills and knowledge of professionals serving these children as measured by evaluation data and pre- and post-tests. Individual sections of the report provide specific information on the project's purpose, goals, objectives, conceptual framework, accomplishments and outcomes, problems and how they were resolved, research and evaluation findings, impact, and products and publications. (DB)

ED 391 351 EC 304 601

Guillory, Joan; And Others
Implementing a Collaborative Team Model in the Delivery of Transition Services.
PUB DATE- 2 Dec 95
NOTE- 86p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (San Francisco, CA, November 30-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; Delivery Systems; *Disabilities; Education Work Relationship; Models; Program Development; Secondary Education; *Teamwork; *Transitional Programs

These materials present information on implementing a collaborative team model in the delivery of transition services to students with disabilities. The materials provide charts and forms outlining strategies to be used by a local interagency transition team to assess its existing level of collaboration, to conceptualize its jointly endorsed long-term vision, and to define several levels of outcome measures. This self-study covers the following areas: organizational structure; operating procedures; collaborative process; transition planning process; student instruction and consumer support; family outreach and support; self-determination and advocacy; negotiation of adult outcomes; and evaluation of transition services. The materials also review the process to be used by a local interagency

Characteristics; *Teacher Qualifications; Teaching Methods;
Trend Analysis; Yoruba
IDENTIFIERS- *Japan

An analysis of the trend in teaching African languages as a second or foreign language (AFL2) looks at patterns in the objectives of AFL2, teachers and learners, and instructional environments. Three basic program objectives in AFL2 are distinguished: language proficiency (basic conversation); language competence (close to native skills); and knowledge for linguistic analysis. Four types of language teacher-learner combinations are identified: native-speaking teachers qualified in language teaching who have a common language with the learners, adequate for teaching and learning; native-speaking qualified teachers with a common language not adequate for teaching and learning; unqualified, non-native-speaking teachers who have a common language with learners, adequate for teaching and learning; and unqualified, native-speaking teachers without training in the language or linguistics, and learners. Four locations of instruction are noted: in the learner's home country; and three areas outside the learner's home country (Europe; America; and Asia). Implications for AFL2 of these variations are discussed. An ongoing project in Japan in which Yoruba is taught as a second language by two different methods (bilingual and direct/monolingual) is described, and issues arising within this context are examined. Suggestions are made for advancing AFL2. Contains 13 references. (MSE)

ED 391 372 FL 023 526

Farrell, Donna M.; And Others
Confronting Unalterable Variables: Non-English Language
Background Students and Schooling Achievement.
PUB DATE- Feb 95
NOTE- 84p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Attainment; Educational Background; *Educationally Disadvantaged; Elementary Education; *English (Second Language); Followup Studies; High Schools; *High School Seniors; Kindergarten; *Reading Instruction

Two related studies of the relationship between non-English language background (NELB) and the academic achievement of high school seniors are reported. The first is a kindergarten reading follow-up study (n=3,959) examining the long-term effects on high school seniors of learning to read or not learning to read in kindergarten. Results of this study indicate clear and consistent support for reading instruction in kindergarten. The second study, the analysis reported here, investigated whether (1) these results would generalize to NELB students (n=496) within this population, and (2) NELB background is a necessary impediment to overall school achievement. Results of this study suggest that NELB students are not generally at a disadvantage in standard educational measures taken in high school after controlling for social class and family size. The positive effects of early reading instruction also generalize to NELB students. It is suggested that these findings challenge common assumptions about disadvantagement among bilingual children. Data from the study are appended. Contains 40 references. (MSE)

ED 391 392 FL 023 568

Kim, Anna Charr
Composing in a Second Language: A Case Study of a Russian College Student.
PUB DATE- Dec 95
NOTE- 424p.; Doctoral Dissertation, National-Louis University, Illinois.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Acculturation; Case Studies; College Students; Comparative Analysis; Discourse Analysis; *English (Second Language); Error Analysis (Language); *Error Patterns; *Foreign Students; Higher Education; Oral Language; Russian; Second Language Learning; *Second Languages; Student Attitudes; Syntax; *Writing (Composition); Writing Apprehension; *Writing Processes; Written Language

The case study examined the development of English writing skills in a native Russian-speaking college student with no previous instruction in English as a Second Language. It drew on writing samples from 2 years of English language instruction. Theories of first and second language acquisition, especially in written expression, are analyzed in relation to observations of the writing process, interviews with the subject and his instructors, and analysis of written products. Analysis of errors and syntactic maturity of the compositions found that errors decreased and syntactic maturity increased over the 2-year period. No correlation was found between number of errors and syntactic maturity. Information from formal oral interviews conducted with the subject, when compared with his writing development, indicated greater syntactic maturity but also more errors in writing than in speech. The subject had considerable writing anxiety. A questionnaire concerning his attitude, beliefs, and strategies, administered to the entire class, revealed that the subject was not typical in many ways, such as in his perception of his own second language abilities. In addition, his compositions reflected some classic stages of acculturation, including culture shock, anomie, and eventual assimilation. (MSE)

ED 391 393 FL 801 092

L'alphabetisation en francais en milieu minoritaire (French-Language Literacy in a Minority Environment) Round Table (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 32p.; For related documents, see FL 801 093-094.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Cultural Context; Educational Objectives; *Educational Policy; Educational Trends; *Ethnicity; Foreign Countries; *French; French Canadians; *Literacy Education; Minority Groups; Native Language Instruction; Program Development; Public Policy; Trend Analysis
IDENTIFIERS- *Canada; *Francophone Education (Canada); Nova Scotia; Ontario; Saskatchewan

The English translation of a round-table discussion concerning literacy among Canadian francophones in non-francophone areas is presented. The panel includes a moderator, officials involved in literacy education in three provinces (Nova Scotia, Saskatchewan, Ontario), and a specialist in literacy among Canadian francophone women. After a brief overview of literacy than nonminorities, minorities were less likely than nonminorities to receive administrative assistantships. Students in pure fields were found to be more likely to receive financial aid than students in applied fields. An appendix contains the classification scheme for pure, applied, hard, soft, life, and nonlife fields. (Contains 18 references.) (MDM)

ED 391 412 HE 028 848

Antonio, Anthony Lising
Making Social Comparisons: Black and White Peer Group Influence in College. ASHE Annual Meeting Paper.
PUB DATE- 2 Nov 95
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Activism; *Blacks; *College Students; Group Dynamics; Higher Education; *Influences; *Peer Groups; *Peer Relationship; Self Esteem; Stress Variables
IDENTIFIERS- African Americans; *ASHE Annual Meeting; Cooperative Institutional Research Program

This study examined the influence of the African American college student peer group on its members, focusing on the extent to which the peer group impacts the education of its members, and how the process of peer influence occurs within the group. Using social comparison theory, the study drew on a subset of data from a national study sponsored by the Cooperative Institutional Research Program database, conducted by the Higher Education Research Institute at the University of California, Los Angeles (UCLA), namely 425 African American first-year college students at predominantly white institutions. The results of factor analyses indicated that the types of characteristics that describe the makeup of campus peer groups are very similar among African American and white students. The results also indicated that although entering characteristics of students were the most instrumental in affecting self-concept and political orientation, peer groups influence was also evident in these areas. The relative influence of white peer groups, however, appears to be stronger and more prevalent. Two appendixes provide information on variable blocks and peer factors. (Contains 30 references.) (MDM)

ED 391 413 HE 028 849

Jones, Glen A.; Skolnik, Michael L.
Governing Boards in Canadian Universities: Characteristics, Role, Function, Accountability, and Representativeness. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Administrative Organization; College Administration; Cross Cultural Studies; Foreign Countries; *Governing Boards; Higher Education; *Institutional

ED 391 431 HE 028 867

Mauch, James
Civic Education in the Czech Republic. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civics; Course Content; Critical Thinking; Curriculum Design; *Educational Change; Educational History; Educational Objectives; Elementary Secondary Education; Foreign Countries; Government School Relationship; Higher Education; Political Attitudes; Politics of Education
IDENTIFIERS- *ASHE Annual Meeting; Communist Party; *Czech Republic; Soviet Education; Soviet Pedagogy; USSR

This paper describes some aspects of the transition taking place in Czech educational efforts since the "Velvet Revolution" of 1989, particularly changes in the teaching of civic education in the schools. The paper takes the position that governments find it important to mold new generations in areas of civic responsibility, whatever the nature of those governments, however controlling or free they may be. The paper is based on exploratory interviews with students, faculty, and administrators at the University of South Bohemia and at the Ministry of Education in 1992-94, as well as a limited review of the literature. A section on education under Communism describes the 40 year effort to remold Czechoslovak education in the image and likeness of the Soviet Union's education system and following the principles of international communism. The next several sections describe the transitions to a post-communist educational system in basic education, secondary education, higher education and civic education. A section devoted to the transition period following the revolution goes into greater detail on the content of a new civic education which is seen as having the goal of providing students with the skills for individual responsibility and social participation, with ethical values, and with the ability to think critically. A final section offers recommendations for planning civic education curricula. (Contains 15 references.) (JB)

ED 391 432 HE 028 868

Shaw, Kathleen M.; London, Howard B.
Negotiating Class and Cultural Boundaries: Toward an Expanded Definition of the Transfer Process. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; College Students; *College Transfer Students; *Community Colleges; Cultural Influences; Economically Disadvantaged; Educational Environment; Higher Education; Minority Groups; *Social Mobility; *Student College Relationship; Urban Schools; Working Class
IDENTIFIERS- *ASHE Annual Meeting; City Colleges of Chicago IL

Choice; *College Bound Students; College Preparation; College Programs; Demand Occupations; *Education Work Relationship; Employment Patterns; *Employment Projections; Higher Education; High Schools; *Noncollege Bound Students; Technical Occupations

This book focuses on the plight of the academic middle of graduating high school students. These students have been led to believe that the only way to succeed is to attend a four-year college, even though they are unprepared for college work. As a result, half of the students who begin college fail to graduate, and even those who do graduate often fail to find college-level jobs after they finish college. The book describes factors in this situation, including the following: intense pressure from parents, schools, colleges, and society for students to attend four-year colleges; college prep curricula that leave half of their graduates unprepared for college work; open admissions policies in colleges; and lack of knowledge of appealing alternatives to four-year degrees on the part of parents, students, and schools. It demonstrates that technical, craft, and repair occupations that require less than a bachelor's degree will pay better than any occupations except the professions in the years ahead and will provide more job openings than occupations requiring college degrees. The book recommends the following steps to making preparation for such occupations more acceptable: (1) providing systematic career guidance for students and structured feedback for parents; (2) redesigning college prep for all students; (3) ensuring equal status and focused academics; and (4) bringing "average students" to excellence. The book contains 75 references. (KC)

ED 390 989 CE 070 271

Ramey, Luellen; Splete, Howard
Adult Career Counseling Center. Twelfth Annual Report, September 1994-June 1995.
PUB DATE- Jun 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Choice; *Career Counseling; Career Development; *Career Guidance; *Career Information Systems; Career Planning; *Delivery Systems; Education Work Relationship; Females; *Occupational Information; *Participant Characteristics; Participant Satisfaction; Womens Education
IDENTIFIERS- *Computer Assisted Career Guidance; Oakland University MI

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center (ACCC) of Oakland University (Michigan) during its 12th year of operation (September 1994-June 1995). The 12 sections of the report cover the following: (1) history of the development of the center; (2) mission; (3) description of the center; (4) description of the computer-assisted career guidance systems in use at the ACCC--DISCOVER for Colleges and Adults, SIGI PLUS (System of Interactive Guidance and Information Plus), Michigan Occupational Information System, Harris Selectory, and Resume Writer; (5) client demographic information; (6) analysis of client responses to ACCC exit forms; (7) typical case studies; (8) public relations; (9) inservice training; (10) coordination with practicum center; (11) research at ACCC; and (12) plans for improving services at the ACCC. Three appendixes include a report of the Pontiac Adult Career Counseling Center, a summary

DESCRIPTORS- Academic Education; *Auto Mechanics; *Certification; Diesel Engines; Entry Workers; Integrated Curriculum; *Job Skills; Motor Vehicles; Occupational Information; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; *Standards; Technical Education
IDENTIFIERS- *Heavy Equipment Mechanics; National Institute Automotive Service Excellence

This publication provides the evaluation policies, procedures, and standards to which a medium/heavy truck technician training program must adhere to be granted certification by the National Institute for Automotive Service Excellence. The policies section has three parts: the automobile areas that may be certified and minimum requirements for certification; information about evaluation team leaders, on-site evaluation team members, task lists, tools and equipment, and automobile program evaluation; and discussion of policies on articulation agreements, recognition for certification, appeals and action for revocation. The procedures section provides an overview of the process for certification. The next section contains the 10 program standards in these areas: purpose, administration, learning resources, finances, student services, instruction, equipment, facilities, instructional staff, and cooperative agreements. The task list follows. Lists of assumptions and definitions are provided. The tasks are divided into these areas: gasoline engines, diesel engines, drive train, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and preventive maintenance inspection. Lists are also provided of applied academics (language arts and communications, mathematics, science) and workplace skills. The final section lists tools and equipment, including hand tools, general lab/shop equipment and specialty tools and equipment. (YLB)

ED 391 008 CE 070 535

ASE Program Certification Standards for Light/Medium Duty CNG/LPG Training Programs.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 95
NOTE- 63p.; For related training programs, see CE 070 532-534.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; *Certification; Entry Workers; Integrated Curriculum; *Job Skills; *Maintenance; Occupational Information; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Standards; Technical Education
IDENTIFIERS- Compressed Gas Equipment; *Compressed Natural Gas; *Liquefied Petroleum Gas; National Institute Automotive Service Excellence

This publication provides the evaluation policies, procedures, and standards to which a compressed natural gas (CNG) and liquefied petroleum gas (LPG) technician training program must adhere to be granted certification by the National Institute for Automotive Service Excellence. The policies section has three parts: the automobile areas that may be certified and minimum requirements for certification; information about evaluation team leaders, on-site evaluation team members, task lists, tools and equipment, and automobile program evaluation; and discussion of policies on articulation agreements, recognition for certification, appeals and action for revocation. The procedures section provides an overview of the

Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Indonesia

After its independence in 1969, Indonesia studied and analyzed its previous colonial system of technical and vocational education (TVE) and took steps to overcome the shortcomings. TVE was required to provide expansion of work opportunities and industrial development to promote national development. Until 1989, attention was given to further improve TVE and increase its quantity, although the main mission was still increasing student enrollment. As part of quality improvement, the curriculum was developed and improved, the number of teachers was increased, new buildings were constructed, and books and workshop equipment were purchased. "School integrated development" as a new strategy for quality improvement was introduced in 1989. Efforts were intended to increase the efficiency and effectiveness of the school institution. This approach demanded all activities of school elements be interrelated as a system. Students, curricula/programs, teachers, facilities, and graduates were improved, developed, and renovated simultaneously in a system in which they influenced each other. Each school was encouraged to establish production units and closely link with industry through partnerships. The most recent development of the close link between TVE schools with industry was implementation of the "dual system" in which parts of the curriculum were conducted in industry in a day- or block-release system. (Appendixes include a glossary, data tables, and organizational charts.) (YLB)

ED 391 026 CE 070 592

Ebtekar, T.
The Development of Technical and Vocational Education for the Islamic Republic of Iran--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 22p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; *Educational Change; Educational Development; Foreign Countries; *Labor Force Development; Postsecondary Education; School Business Relationship; Secondary Education; *Teacher Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Iran

The technical and vocational education (TVE) system in Iran suffers from a lack of social status in comparison to academic education. Recent and future planning is directed toward changing the existing ratio of approximately 10:90 (TVE in comparison to academic) at the secondary level to 50:50 by the end of the second 5-year plan. The lack of trained TVE teachers is one of the most important obstacles that TVE is facing. Nonformal and formal TVE teacher training institutions and the Union of Universities of Technology's (UUT) Technical and Vocational Teacher Training School are acting to train TVE teachers. To implement and complete its second 5-year economic development plan, Iran must train 35,000 technicians and 120,000 trainees by 1999 in the TVE system. To achieve these

ED 391 044 CE 070 617

Ferry, Natalie M.
The Use of Reflection-in-Action by Adult Educators: An Inquiry into Schon's Epistemology of Practice.
PUB DATE- Nov 95
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Kansas City, MO, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; Beginning Teachers; Critical Thinking; Decision Making; Decision Making Skills; Educational Research; Extension Education; Learning Strategies; Master Teachers; *Problem Solving; *Reflective Teaching; Teacher Improvement; Thinking Skills

A qualitative study documented the use of reflection-in-action by adult educators in problematic situations. Its focus was to investigate the mental processes involved in problem solving. Since individuals engage problem situations from a personal conceptualization that is unobservable, qualitative interviewing was used to provide respondents with the greatest opportunity to express their understanding of their decision processes. A standardized open-ended interview protocol with think-aloud problem situations was used to collect data that revealed the individual's inferences and identified salient features of a situation and strategies used. During phase 1, a questionnaire with a problematic situation was sent to 52 novice and experienced extension educators. In phase 2, an interview protocol was used to generate descriptions of individuals' problem-solving processes. Data were inductively analyzed using Strauss and Corbin's (1990) coding process. Five primary themes emerged: definition of problematic incident, generation of solution alternatives, testing-in-action of selected solutions, reaction to incongruence, and reflection-in-action: a learning strategy. Reflective educators, whether novice or experienced, used reflecting-in-action and reflecting-on-action as a means of developing expertise. Results indicated that experience alone was not the master teacher of the reflective process. (Contains 18 references.) (YLB)

ED 391 045 CE 070 619

de Groot, Gertjan, Ed.; Schrover, Marlou, Ed.
Women Workers and Technological Change in Europe in the Nineteenth and Twentieth Centuries.
PUB DATE- 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adult Education; *Employed Women; *Employment Patterns; *European History; Foreign Countries; Nontraditional Occupations; Sex Discrimination; *Technological Advancement; *Work Attitudes
IDENTIFIERS- *Division of Labor (Household); England; Netherlands; Sweden

Drawing on research from a number of European countries, the contributors to this book present nine detailed studies on women's work spanning 2 centuries and dealing with a variety of work environments. "General Introduction" (Gertjan de Groot, may have to be reconfigured to fit into the timeframe of recipients who need such training but who have access to income support for only 2 years. Work force development systems may also be asked to help former recipients stay in jobs or find new ones, or to create work for recipients who are reaching the limits of their aid. All of these welfare-related demands on work force development systems come at a time when federal funding for these systems has been sharply reduced. States may be able to shift some of their current investments in welfare systems to work force development systems to provide job training and income support to families that are now on the welfare rolls. (KC)

ED 391 062 CE 070 651

Ash, Flo; And Others
Technology: A New Paradigm for Adult Education Administrators.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Adult Education; *Computer Uses in Education; *Educational Administration; Educational Improvement; *Educational Needs; *Educational Technology; Microcomputers

As part of the Michigan Adult Education Inquiry Project, five adult education practitioners from three metropolitan school districts investigated the application of computer technology in adult education administration. The research focused on finding out how technology can assist administrators in a more efficient performance of their duties. Through a literature search, five management functions were identified: planning, directing, organizing, staffing, and evaluating. Three technology applications were applied to refine and enhance the functions of management: computer-based communications; management information system technology; and desktop applications software. Several barriers to implementation of computer technology were identified, such as lack of technology support from the school district for adult education and expecting teachers to teach new software programs without training or the hardware to run the programs. To be successful, adult education administrators need to support access to and use of information and knowledge tools, be willing to train and retrain themselves and their staff, and find creative ways to solve hardware and software shortages. (KC)

ED 391 063 CE 070 653

Bryson, John M.; Alston, Farnum K.
Creating and Implementing Your Own Strategic Plan. A Workbook for Public and Nonprofit Organizations.
PUB DATE- 96
NOTE- 117p.; For a related guide, see CE 070 654. A joint publication in the Jossey-Bass Public Administration Series and Jossey-Bass Nonprofit Sector Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Change Strategies; *Guidelines;

"superspecialists" in scientific/engineering fields is unlikely to increase significantly. (Contains 48 references.) (MN)

ED 391 081 CE 070 696

Callender, C.; And Others
National and Scottish Vocational Qualifications: Early Indications of Employers' Take-up and Use.
SPONS. AGENCY- Employment Dept., London (England).
PUB DATE- 93
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Competence; Cost Effectiveness; *Education Work Relationship; *Employer Attitudes; *Employment Qualifications; Foreign Countries; National Surveys; *Personnel Evaluation; Questionnaires; School Business Relationship; Standards; *Student Certification
IDENTIFIERS- *National Vocational Qualifications (England); *Scottish Vocational Qualifications

A study examined British employers' adoption of National Vocational Qualifications and Scottish Vocational Qualifications (NVQ/SVQs) and the occupational standards underpinning them. Data regarding current/projected use of the NVQ/SVQs and their perceived costs, benefits, and difficulties of implementation were collected from the following: literature review; interviews with key organizations, Employment Department representatives, and selected major employers; telephone survey of 1,506 employers; and 50 case studies of employing organizations in 9 sectors. Although 75% of employers surveyed had heard of NVQ/SVQs, only 44% of firms with more than 500 employees and 6% of firms with fewer than 50 employees were using them. It was projected that approximately 78% of large firms and 14% of small firms would eventually use NVQ/SVQs. Use of NVQ/SVQs was highest in the construction and energy/water sectors. NVQ/SVQs were used mainly to provide initial training but were also used for retraining and certification of employees' existing skills/competencies. Barriers to using NVQ/SVQs included lack of employer support for the ideas underpinning the NVQ/SVQs and the NVQ/SVQs' poor presentation, inflexibility, and high cost of implementation. (Thirty-five tables/figures are included. Appended are the following: 20 additional tables of statistical information; questionnaire and discussion guide; list of organizations interviewed; and glossary.) (MN)

ED 391 082 CE 070 697

Atkinson, J.; And Others
JOBSEARCH: Modelling Behaviour and Improving Practice. Manpower Commentary Series.
SPONS. AGENCY- Employment Dept., London (England).
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Counseling; *Counseling Services; *Counseling Techniques; Foreign Countries; *Job Search Methods; Literature Reviews; Material Development; Models; National Surveys; Program Development; Public Policy; *Unemployment
IDENTIFIERS- Europe; *United Kingdom; United States

performance jobs of the future, has taken on new significance as the nation focuses on regaining its global competitiveness. Four national trends identified in the literature summarize the forces of change that underlie the need to examine seamless education and to make it a reality in postsecondary vocational-technical education. The trends are as follows: (1) higher education as a right and a requirement for all and a necessity for the quality of life for individuals and the country; (2) institutional accountability to the public; (3) educational access and social equality, with more "nontraditional" college students; and (4) global competitiveness and work force preparation--leading to integration of academic education and progression from associate degrees to Bachelor's degrees. (KC)

ED 391 102   CE 070 737

Lynch, Richard L.; And Others
Seamless Education: A Regional View of Postsecondary Transfer Policy and Practice. Briefing Paper No. 2, Spring 1994.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 94
NOTE- 13p.; For related documents, see CE 070 736-738.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Comparative Education; Educational Policy; *Policy Formation; State Programs; Technical Education; *Transfer Policy; Two Year Colleges; Vocational Education
IDENTIFIERS- *United States (Southeast)

States have experienced varying levels of success in the transfer of credits between institutions of higher education and in the development and implementation of articulation policy, agreements, and structures. A look at the approaches currently being used in the southeastern region of the United States can help to identify options and provide a basis for comparison of articulation alternatives for Georgia. It also identifies competing alternatives for Georgia graduates of occupational associate degree programs who are unable to find acceptable credit transfer within their home state colleges. Information for the research was gathered by telephone interviews with personnel from state education offices in the states surrounding Georgia: Alabama, Florida, North Carolina, South Carolina, and Tennessee. The research found that Florida, North Carolina, and South Carolina have a separate state board for postsecondary two-year institutions and community college systems, whereas in Tennessee, two-year colleges and technical schools are under the university board of regents and in Alabama one board of education governs both postsecondary technical and K-12 education. Structural arrangements for postsecondary vocational education institutions in the five states vary from large, centralized community college systems (North Carolina, Florida) that integrate technical and academic education, to states (Tennessee, Alabama) that continue to separate the noncollegiate and technical schools from the collegiate and university-parallel two-year colleges. South Carolina has integrated vocational and academic programs at the community colleges, but does not have a coordinated system in the state. Regional accreditation for all five states is from the Southern Association of Colleges and Schools-Commission on Colleges. Legislative assurance of transfer between two- and fulfilling their potentials. It inhibits the United States from competing globally when children are not properly educated to meet the challenges of the future. Contains 11 references. (JBJ)

ED 391 122 CG 026 471

Turner, Barbara Formaniak; And Others
Social Roles Contribute to Age and Sex Stereotypes.
PUB DATE- Aug 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; Racial Factors; *Role; *Role Perception; Role Theory; Sex Stereotypes; Social Cognition; *Stereotypes

The purpose of this study was to test hypotheses drawn from the social role model about the process that people use in deciding what other people are like, focusing on the difference that other people's age, race, and sex make. A sample of non-Latino White students (N=671) ranging in age from 18 to 81 years used the Bem Sex-Role Inventory (BSRI) to rate a person in one of 12 target groups (a race-unspecified or African-American woman or man in their late 20s, late 40s or late 60s). Race-unspecified targets were almost always seen as non-Latino Whites. Old persons and women were seen as significantly more communal and less agentic in personality than younger adults and men, respectively. When students' estimates of the likelihood that the target they were rating was retired was controlled, the main effect for age of target in communal traits disappeared. This finding supports the interpretation that age stereotypes partly stem from perceivers' observations of people's social roles. (Author/JBJ)

ED 391 123 CG 026 532

Hanson, Katherine
Gendered Violence: Examining Education's Role. Working Paper Series. Working Paper 4.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Battered Women; Educational Opportunities; Family Problems; Family Violence; *Nondiscriminatory Education; Rape; *Sex Bias; Sex Stereotypes; *Sexual Abuse; Sexual Harassment; *Social Control; Social Influences; *Social Structure; Victims of Crime; *Violence

Violence is a part of daily life in the United States, the world's leader in the number of homicides, rapes, and assaults. This working paper examines the issue of violence in the United States from a gender equity perspective. Gendered violence is reinforced by cultural beliefs that allow individuals and groups to use violence to establish and maintain systems of control over others. Looking closely at the different ways in which we continue to perpetuate violence against women and girls, based on deeply ingrained gender-role stereotypes and expectations, helps us to see all the arenas--sexual harassment, date rape, battering, homophobic violence, and ideas offers suggestions for class activities. The paper then presents a description of the purpose and procedures of the "anticipation guide," which creates a mismatch between what students may know and what is presented in the text. The paper also presents an anticipation guide about cats. The paper concludes with a list of information available from six local-level and four national-level community and professional resources. (RS)

ED 391 143 CS 012 329

Arthur, Janise E.
What Is the Effect of Recreational Reading on Reading Achievement of Middle Grade Students?
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Intermediate Grades; Low Income; Middle Schools; *Reading Achievement; Reading Research; *Recreational Reading
IDENTIFIERS- Aliteracy; *Middle School Students

A study investigated whether middle-school students who identify recreational reading as a hobby obtain significantly higher reading achievement scores than those middle-school students who have not identified recreational reading as a hobby. Subjects, 55 students in grades 4, 5, and 6 at the Earle Elementary Public School located in a predominantly low socio-economic neighborhood, completed a hobbies and interest checklist. Five students who identified themselves as recreational readers and five students who did not identify recreational reading as a hobby were randomly selected and had their reading achievement scores from the Iowa Tests of Basic Skills compared. Results indicated that recreational readers in grade 4 had higher reading achievement scores than students who were not recreational readers. Results also indicated no statistically significant differences in reading achievement scores for recreational and nonrecreational readers in grades 5 and 6. Recommendations include: (1) primary grade students should be read to by their teachers daily; (2) silent sustained reading should occur at the beginning of each school day; (3) school staff members should be offered a professional development program to explore the influence of recreational reading in reading achievement; and (4) a parent education program that will guide them in how to nurture and support reading by choice should be implemented. (Contains nine references and one table of data.) (RS)

ED 391 144 CS 012 330

Anderson, Emily; Guthrie, John T.
Teaching with CORI: Taking the Big Jump.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Elementary Education; Instructional Effectiveness; *Reading Improvement; *Reading

PUB DATE- Jul 95
NOTE- 16p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; *Essays; Higher Education; *Language Role; Linguistics; *Literary Criticism; *Rhetoric; *Rhetorical Theory
IDENTIFIERS- *Burke (Kenneth); Logology

As a writer and critic, Kenneth Burke defies convenient pigeonholing. Even if just one segment of Burke's public writings is considered, the 40-plus critical essays of the post-Libbie (his Muse and secretary), post-LSA ("Language as Symbolic Action") era, the difficulty of categorizing him remains. The earlier periods of his life are more or less defined by decade, which presents a rather hollow version of Burke. The search for an understanding of this post-Libbie period must strive for a suitable strategy for appreciating the full complexity of Burke's work. Burke said language not only enables but requires situations to be approached strategically. So as a means of reviewing the works of this period, a list of strategies for classifying them is helpful. First, the scholar might take the lead of other Burkean commentators and identify the distinctive nature of the late essays. James Chesebro (1993), for instance, identifies 1968 as the year that Burke finally gave up the "comedic posture" and got into the serious business of ontological inquiry. Second, the scholar could treat the final essays as Burke's attempt to finalize his system. Third, the scholar might list and characterize Burke's co-hagglers of the period, from Wellek, Jameson, and Howell to Vitanza, and Lentricchia and Booth. Fourth, the scholar might compare the situatedness of these essays with the situatedness of earlier works. Fifth, the scholar might account for the temporal progression among the essays or a sub-group within the essays. (Contains 26 references.) (TB)

ED 391 164 CS 215 169

Leech, Carolyn
Shakespeare for the Post-Postmodern Age.
PUB DATE- 10 Nov 95
NOTE- 22p.; Paper presented at the Community College Humanities Association National Conference (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drama; *English Literature; Higher Education; Language Usage; Modernism; Poetry; *Reading Aloud to Others; *Renaissance Literature; Teaching Methods
IDENTIFIERS- Literary Canon; *Optimism; Postmodernism; Recitation; *Shakespeare (William)

Labeling literary or artistic periods is always tricky, and labeling an emerging period (such as this post-postmodern one) is, of course, impossible. Harold Bloom has labeled this period the "chaotic age" because of the canon wars that have raged among factions. One writer with a place in any canon and who is obstacles to urban outreach in the University of Nevada Las Vegas (UNLV) and Southern Nevada high schools. He believes that a UNLV-sponsored debate workshop is a realistic, inexpensive form of outreach. (TB)

ED 391 185 CS 509 116

Spicer, Karin-Leigh; Hanks, William E.
Multiple Measures of Critical Thinking Skills and Predisposition in Assessment of Critical Thinking.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Communication (Thought Transfer); *Critical Thinking; Higher Education; Logical Thinking; Problem Solving; Standardized Tests; *Student Evaluation; *Thinking Skills; Undergraduate Students
IDENTIFIERS- Authentic Assessment; *Critical Thinking Skills Performance Assessment; *Multiple Measures Approach; Reflective Thinking

A panel of 46 experts from philosophy and education defines critical thinking as "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based." At present, there are seven standardized critical thinking tests available, and several performance assessment approaches can be used as outcome measures within various subjects in communication. Standardized tests can provide useful information that is diagnostic and may help to guide instruction. However, multiple measures of critical thinking should be used in assessment. Critical thinking is not a general ability but rather a complex set of general and specific factors. Psychologists generally favor multiple measures of critical thinking because no single test covers the dimensions of a good conceptual definition of critical thinking. R. A. Ennis and S. P. Norris suggest that in lieu of appropriate multiple choice tests, open-ended assessment tests are needed; other measures could include interviews. College educators should first decide what students should be able to demonstrate and what they know and can do. Then, they should decide what to teach students. When educators are clear about the intended performance and results, they will have a set of criteria for selection of content. Then in devising their means of assessment, educators should consider guidelines concerning meaningful contexts in exams, novel situations, relevant products and performances, and the various levels of student ability. (Contains 21 references.) (TB)

ED 391 186 CS 509 118

Domenech Rodriguez, Melanie M.; And Others
Beer Advertising to Latino Youth: The Effects of Spanish vs. English Language Targeting.
PUB DATE- Aug 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication

ED 391 203 CS 509 149

Souza, Tasha J.
Implicit Language Theories: An Analysis of Student and Instructor Discourse about Nonsexist Language.
PUB DATE- Nov 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Communication Research; Discourse Analysis; Higher Education; *Language Attitudes; Linguistic Theory; *Sexism in Language; *Student Attitudes; *Teacher Attitudes; *Undergraduate Students
IDENTIFIERS- Communication Behavior

Part of a more extended study, a study used discourse analysis to examine how instructors and students talk about sexist language in an attempt to discover their implicit language theories. Subjects, six instructors and six undergraduate students chosen from a convenience sample at a large western university, were interviewed and asked to comment on their own particular view of nonsexist language and the educator's role in the classroom. Interviews were transcribed and analyzed. Results indicated that many respondents provided comments that were consistent with the referential view of language. They stated that language is unimportant, a habit, and a reflection of society. However, some respondents looked at language as more of a system and provided responses consistent with both the objective systemic and subjective systemic view. The two implicit language theories that the student and instructor discourse seemed to center around were language as a system of signs that people create and use, and language as a system of signs, but as a constantly changing and evolving system that has the power to create, shape, or blemish. (Contains 30 references.) (RS)

ED 391 204 CS 509 150

Grainer, Diane
Using Contemporary Media To Develop Students' Observational Skills of Interpersonal Behavior.
PUB DATE- Nov 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Discussion (Teaching Technique); *Films; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; Mass Media Use; Media Adaptation; *Student Reaction
IDENTIFIERS- *Communication Behavior; Video Viewing

To stimulate discussion among students, an instructor introduced interrupted videos in an interpersonal communication class. The videos consisted of brief 2-3 people conversations taken from films such as "Ordinary People," "Volunteers," "Planes, Trains, and Automobiles," and "The Joy Luck Club." Sometimes the class

ED 391 222 EA 027 219

Chell, Jan
Introducing Principals to the Role of Instructional Leadership. SSTA Research in Brief.
PUB DATE- Nov 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Curriculum Development; Effective Schools Research; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; *Instructional Leadership; Interprofessional Relationship; *Leadership; Participative Decision Making; *Principals; Supervisory Methods
IDENTIFIERS- *Saskatchewan

This paper summarizes a Master's project designed for principals who are interested in pursuing instructional leadership in their schools. The first part provides the principal with an overall understanding of, and rationale for, the role of the principal as instructional leader. The second part, written in the format of a handbook, describes the knowledge base that principals need to acquire, the tasks that must be accomplished, and the interpersonal and technical skills necessary for carrying out instructional leadership. The handbook was developed to introduce principals to the changes required in becoming effective instructional leaders. Among the tasks described are instructional evaluation and supervision, peer coaching, staff and group development, action research, and curriculum implementation. Four figures are included. Appendices contain an instructional framework, a supervisory beliefs inventory, an instructional-development plan, the five steps of clinical supervision, information on group roles, and descriptions of interpersonal/supervisory approaches. (Contains 67 references.) (LMI)

ED 391 223 EA 027 220

Innovation Network. SSTA Research in Brief.
PUB DATE- Nov 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cost Effectiveness; Educational Finance; Educational Planning; Elementary Secondary Education; Foreign Countries; *Governance; *Partnerships in Education; *Resource Allocation; Retrenchment; *School Administration; Student Placement; Time Blocks
IDENTIFIERS- *Saskatchewan

School systems face the challenge of meeting high expectations with limited resources. Reductions in operating grants and increasing expenditures have exaggerated the problem. The Innovation Network was established by the Saskatchewan School Trustees Association in 1995 to help boards of education make the best use of available resources. This document contains examples of innovative efforts initiated in several Saskatchewan school systems. Areas of innovation include teaching and learning, governance, administration, resource and the classroom; (3) improved management and efficiency of the system at all levels; and (4) improvement in the capability of tertiary education to foster economic competitiveness. Critical program areas are identified: management of the reform process; improvement of teacher skills and conditions of service; identification and implementation of innovative teaching and learning strategies; development of education facilities; and implementation of five key development initiatives. The preliminary OERS work plan and initial reactions from donor agencies are included. Appendices contain the OERS work program, OERS instruments and process, an individual county priority-program matrix, and terms of reference. (LMI)

ED 391 241 EA 027 306

Carrington, Edwin W.
The Future of Education in the Caribbean: Report of the CARICOM Advisory Task Force on Education.
PUB DATE- 93
NOTE- 77p.; For related documents, see EA 027 304-307.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Curriculum Development; *Educational Improvement; *Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Master Plans; Policy Formation; *Regional Cooperation; *Regional Planning; Standards
IDENTIFIERS- *Caribbean

The Caribbean Community (CARICOM) Regional Policy on Education was approved by the Standing Committee of Ministers with responsibility for Education (SCME) in a special meeting held on September 9, 1993. The policy constitutes a major regional effort to build a strong and dynamic community. An overall theme of the policy is regionalism as an ideal, as a resource, and as a style of operation. This document summarizes policy issues and concerns and identifies policy goals and actions required for various levels of the education system. Section 1 provides an introduction and overview of the work of the Advisory Task Force on Education. Sections 2 through 6 are organized similarly. Each includes sections that describe issues and concerns, future directions, policy goals, and action plans. Section 2 presents objectives for different educational levels, including early childhood, primary, secondary, tertiary, and higher education. The third section highlights the curriculum-reform agenda for the following areas: culture, sports, and the arts; special-needs education; language learning; mathematics and science education; educational technology; work-force preparation; and adult education. Plans for improving teacher education, school administration and management, and educational finance are outlined in sections 4 through 6. The recommendations of the task force would require action at regional, sub-regional, and national levels. Appendices contain lists of task-force members, background papers and reports, and consultations and meetings. (LMI)

ED 391 242 EA 027 307

Forde, George
Implementation Report. Organisation of Eastern Caribbean States (OECS) Education Reform Strategy.
PUB DATE- May 94

efficiencies not always available with inhouse service provision. This document offers reasons for private-sector contracting and describes the scope of current service-provision practices in the areas of food service, busing, and maintenance. It describes four steps in deciding whether to opt for alternative methods of service provision, discusses five stages in the bidding process, and describes pitfalls to avoid. Case studies highlight the experiences of several school districts. Two tables and two figures are included. Appendices contain suggested performance measures, suggestions for overcoming employee opposition, principles of successful contracting, information on charter schools, five sources for recommended reading, and a list of contact organizations. (LMI)

ED 391 259 EA 027 330

Crow, Gary M.; Slater, Robert O.
Educating Democracy: The Role of Systemic Leadership.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Democracy; *Democratic Values; Educational Cooperation; Elementary Secondary Education; *Leadership; *Leadership Styles; Organizational Climate; School Community Relationship; School Restructuring; *Systems Approach

This monograph explores the notion of viewing leadership as a single, interconnecting system at work in the internal and external school environment, rather than as a collection of individual roles. The document explores what the new leadership paradigm--a decentralized, collaborative model--means to schools. Leadership is viewed as an interrelated system joined at all levels, with common purpose and exercised according to organizational and community culture. Section 1 considers the idea that, if educators had understood that the restructuring movement were a democratic experiment, the results might have been far different. The section weighs the value of continuing the restructuring experiment and recommends a new role for school leaders to understand their role to help the experiment succeed. Section 2 explores the school leader's role in striking several balances central to a democracy, and section 3 offers some practical suggestions for exercising democratic leadership at the classroom, school, and community levels. Systemic leadership assumes that this conflict can be resolved through proactive interventions that have the following goals: to articulate school purpose; to strike balances between forces inherent in democratic schools; and to socialize students and adults for democracy. A conclusion is that when leadership becomes systemic, it will fulfill its role of helping people to grow individually and collectively. It will be educating democracy. (Contains 12 references.) (LMI)

ED 391 260 EA 027 343

Wilmore, Elaine L.
A School in Change.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

targeted population in the home environment, center-based settings, and the community were demonstrated. The project also provided technical assistance to families and service providers. Individual sections of the report provide information on the project's purpose, goals, and objectives; conceptual framework; accomplishments, outcomes, and contributions; problems and their resolutions; evaluation findings; and impact. An appendix provides supporting information on the project's summer learning institute, the registry data report, the interagency agreement, and coalition/advisory board members. (DB)

ED 391 278 EC 304 527

Loewe, Armin
The Contribution of Jewish Professional People to the Education of Hearing Impaired Children in Europe.
PUB DATE- 95
NOTE- 7p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Educational History; Educational Methods; Elementary Secondary Education; Foreign Countries; *Hearing Impairments; Jews; *Judaism; Parochial Schools; Private Education; *Special Schools
IDENTIFIERS- *Europe

This paper summarizes the contributions of Jewish professional and lay people to the education of children with hearing impairments over the past 250 years throughout Europe. It begins with the contributions of Jacob Rodriguez Pereira in the 18th century in France, an oral teacher of the deaf and the inventor of a phoneme-transmitting manual alphabet. It also reviews the history of six former European schools for Jewish deaf children in Vienna, London, Lemberg, Berlin, Budapest, and Minsk. In addition, it mentions four smaller Jewish schools situated in Poland and two schools founded by German speaking Jews in the United States. Methods of teaching language at these schools, including oral, constructive, and natural approaches, are briefly discussed. (DB)

ED 391 279 EC 304 528

Mueller, Patricia H.
Role Clarification: Strategies To Strengthen the Instructional Team.
PUB DATE- Dec 95
NOTE- 45p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (San Francisco, CA, November 30-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Philosophy; Elementary Secondary Education; Ethics; Job Analysis; Job Skills; *Occupational Information; *Paraprofessional School Personnel;

Life Span" (Craig H. Kennedy and Tiina Itkonen); "Examining Levels of Social Inclusion within an Integrated Preschool for Children with Autism" (Frank W. Kohler et al.); "On the Importance of Integrating Naturalistic Language, Social Intervention, and Speech-Intelligibility Training" (Stephen M. Camarata); "Alternative Applications of Pivotal Response Training: Teaching Symbolic Play and Social Interaction Skills" (Laura Schreibman et al.); "The Relationship between Setting Events and Problem Behavior: Expanding Our Understanding of Behavioral Support" (Robert H. Horner et al.); "Contextual Influences on Problem Behavior in People with Developmental Disabilities" (Edward G. Carr et al.); "Get a Life! Positive Behavioral Intervention for Challenging Behavior through Life Arrangement and Life Coaching" (Todd Risley); "Person-Centered Planning" (Don Kincaid); and "A Team Training Model for Building the Capacity To Provide Positive Behavioral Supports in Inclusive Settings" (Jacki L. Anderson et al.). (Many papers contain references.) (DB)

ED 391 296 EC 304 545

State Plan under Part B of the Individuals with Disabilities Education Act. Fiscal Years 1996, 1997, 1998.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Compliance (Legal); *Disabilities; Disability Identification; Due Process; Educational Finance; *Educational Legislation; Elementary Secondary Education; Equal Education; Federal Aid; Federal Legislation; Federal State Relationship; Inclusive Schools; Individualized Education Programs; Preschool Education; *Special Education; *State Programs; State School District Relationship; State Standards; *Statewide Planning; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *South Dakota

This state plan explains how South Dakota intends to comply with Part B of the Individuals with Disabilities Education Act in the three fiscal years, 1996-1998. Federal requirements, state standards, the state plan, and specific policies and procedures are presented for each of the following provisions of the law: (1) Right to Education Policy Statement; (2) Full Educational Opportunities Goal; (3) Child Identification; (4) Individualized Education Program; (5) Procedural Safeguards; (6) Confidentiality; (7) Least Restrictive Environment; (8) Protection in Evaluation Procedures; (9) Responsibility of State Education Agency for Education Programs; (10) Comprehensive System of Personnel Development; (11) Participation of Private School Children; (12) Placement in Private Schools; (13) Recovery of Funds for Misclassified Children; (14) Notice and Opportunity for Hearing on Local Education Agency Application; (15) Annual Evaluation; (16) Policies and Procedures for Use of Part B Funds; (17) Description of Use of Part B Funds; (18) Additional Information on Direct Services; (19) Interagency Agreements; (20) Personnel Standards; and (21) Transition of Children from the Part H to Part B Program. Submission statements and certifications precede the information on substantive requirements. (DB)

Individualized Education Program as a performance assessment, establishing performance objectives, task analysis, determining performance benchmarks, performance evaluation, and discrepancy analysis in designing instruction. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, covering restructuring of assessment and designing of performance assessment. A pre/posttest is also included. (DB)

ED 391 314 EC 304 563

Campbell, Patti C.; Campbell, Charles Robert
Instructional Teaming, Part B: Skills for Delivering Instruction. Trainee Workbook. Building Inclusive Schools, Module 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 107p.; Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For other modules in this series, see EC 304 560-565. For related videotapes, see EC 304 566.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Decision Making; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; *Instructional Development; Instructional Improvement; Positive Reinforcement; Regular and Special Education Relationship; *Teaching Methods; *Team Teaching; Teamwork

This manual presents the trainee's workbook and the trainer's guidelines for the fourth of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 4 is on skills for delivering instruction on the instructional team. The trainee workbook is in the form of: (1) 37 transparency masters which provide information on using performance assessment, applying reinforcement, identifying potential reinforcers, instructional delivery techniques, time delay, prompting, graduated guidance, and instructional decision making; and (2) 3 activities applying the principles covered by the transparencies. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, addressing the topics of delivering instruction, performance and product, instructional intervention, instructional modifications, performance data, and data-based instructional decisions. A pre/posttest is also included. (DB)

ED 391 315 EC 304 564

Campbell, Patti C.; Campbell, Charles Robert
Peer Involvement: Skills for Involving Nondisabled Peers in the Inclusive Education School. Trainee Workbook. Building Inclusive Schools, Module 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95

of the third year was the formation of the Great Plains Regional Alliance which addresses the needs of children who are deaf blind and their families who reside on American Indian reservation lands. The project resulted in improved identification of children who are deaf blind, provision of training and technical assistance on inclusion strategies for almost 4,000 individuals, and provision of training concerning deaf blind children for 573 individuals. Development of several publications and a video in collaboration with other agencies and programs is also noted. Specific activities and their status at the project's completion are listed for several objectives within the project's two major goals, which focused on: (1) early identification and intervention; and (2) service provision in integrated educational settings and successful transition to adult settings. (DB)

ED 391 333 EC 304 582

Language Intervention with Preschool Hearing Impaired Children in Israel. "Kesher" Symposium.
PUB DATE- 95
NOTE- 42p.; Papers presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995). Funding also received from the Micha Society for Children and the National Insurance Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; Communication Skills; *Early Intervention; Educational Methods; Expectation; Foreign Countries; *Hearing Impairments; *Hebrew; *Language Acquisition; Parent Attitudes; Preschool Children; Preschool Education
IDENTIFIERS- *Israel

Four papers originating from the Kesher project, a project in Israel involving the construction, implementation, and scientific evaluation of an original Hebrew language intervention program for preschool (ages 0 to 6) children with hearing impairments, are presented. The four papers included are: (1) "Language Intervention in Prelinguistic and One-Word Stage Hearing-Impaired Children" by Dalia Ringwald-Frimerman and Esther Dromi which presents the theoretical framework and main goals for assessment and intervention in the Kesher program; (2) "The Implementation of 'Kesher' in the Micha Centers in Israel" by Sara Zadunaisky and Hagit Bar-Lev which discusses key issues in the implementation of Kesher, notes inservice training, and describes Kesher materials; (3) "Parents' Expectations from Intervention with Preschool Hearing Impaired Children" by Esther Dromi and Sara Ingber which reports on a study of 50 parents of children participating in Kesher; and (4) "Utilizing a Parent Questionnaire for the Assessment of Prelinguistic Communication in Hearing Impaired Children" by Esther Dromi and others which reports on a study testing such a questionnaire with Kesher parents. Figures and tables are appended. (Individual papers contain references.) (DB)

ED 391 334 EC 304 583

Hulgin, Kathleen; Searl, Julia A.
Job Path: Shifting the Focus beyond Just Work.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

transition team to develop action plans around multiple outcome levels--interagency, agency, and students. The collaborative model presented is intended to equip collaborative transition teams to address two levels of service delivery: (1) student and consumer outcomes, and (2) system development and support. Descriptions of local examples of collaborative programs are attached, as is a summary of the presentation. (DB)

ED 391 352 EC 304 602

Rapp, Rhonda H.; And Others
Handbook for Students with Disabilities. Revised Edition.
PUB DATE- Feb 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); College Admission; College Programs; *College Students; Deaf Interpreting; *Disabilities; Educational Legislation; Federal Legislation; Hearing Impairments; Higher Education; Learning Disabilities; Special Needs Students; *Student Personnel Services; *Student Rights
IDENTIFIERS- *Saint Philips College TX

This handbook was developed for students with disabilities applying to or attending St. Philip's College (Texas) and provides information about admission, how to register for classes, what kind of special services are available for students with disabilities, how to obtain services, and how to maintain services. First, summaries are provided of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Next, the mission statement of the College's Department of Educational Support Services (ESS) is presented. A question and answer format addresses common concerns about support services and about auxiliary aids and special equipment. Briefly described are other ESS services and the student grievance procedure. The next section focuses on the learning disabilities and psychological disabilities program and includes information on applying for admission and registering for classes, establishing services, the definition of learning disabilities (LD), common characteristics of college students with LD, and other ESS services for LD students. A section on interpreter services has similar information for students who are deaf or hard-of-hearing as well as guidelines for using an interpreter. The last section covers special needs services for students with physical, visual, and health impairments. Appended are samples of documents and forms used by ESS and campus maps. (DB)

ED 391 353 FL 022 922

Whitelaw-Hill, Patricia
Setting Achievement Goals for Language Minority Students.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; *Educational Objectives; *Educational Policy; Instructional Effectiveness; *Language of Instruction; *Limited English Speaking; Mainstreaming; Program Design; Program Effectiveness;

ED 391 373 FL 023 527

Wen, Xiaohong
Chinese Language Learning Motivation.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Asian Americans; *Chinese; College Students; Higher Education; *Learning Motivation; Second Language Learning; *Second Languages; *Student Motivation; Surveys
IDENTIFIERS- *Asians

A survey of 77 Asian and Asian-American university students enrolled in first- and second-year Chinese language courses investigated the students' motivations for studying the language and their expectations of what they will gain from studying it. Results indicate two factors accounting for beginning Chinese language study: interest in cultural heritage, and perceptions that the study is less demanding than other five-unit courses. Motivation to continue Chinese language study was found most closely related to student expectations of the learning strategies and effort required of them, and not to intrinsic value of the heritage language. It is concluded that specification of hours of credit may promote passivity in student motivation, whereas requiring a specific proficiency level might not. In addition, appropriate and realistic expectations of the learning task and of one's own ability play an important role in starting and continuing Chinese language study, and creating an environment in which students can meet their own expectations can develop a strong sense of student self-efficacy. The questionnaire used in the study is appended. Contains 31 references. (MSE)

ED 391 374 FL 023 528

Fetter, Robert
A Test of Pienemann and Johnston's Tentative Developmental Stages in ESL Development.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Students; *English (Second Language); Higher Education; Interpersonal Communication; Korean; *Language Skills; *Learning Processes; *Learning Theories; Second Language Learning; *Sequential Learning; Uncommonly Taught Languages
IDENTIFIERS- Pienemann (Manfred)

A study investigated the applicability of the theory of tentative developmental stages in English-as-a-Second-Language (ESL) development (TDS), which posits specific sequences for specific language features and hypothesizes developmental stages that cut across those sequences. The six stages are defined by specified combinations of three speech processing strategies. The case study involved a native Korean-speaking student enrolled in an intermediate-level ESL course at an American college. Data were drawn from nine transcripts of the subject involved in information-gap tasks with different native-English-speaking and non-native English-speaking interlocutors. Independent clauses were analyzed and grammatical features used efforts in each of the three provinces, the discussion moves to the literacy rate for Canadian francophones in comparison with that of anglophones. Difficulties of measuring literacy rate and of providing access to French-language education in a predominantly anglophone context are highlighted. A tendency for francophones in such situations is to adopt English, making French literacy education less of a priority among both population and policymakers. It is stressed that both the francophone community and the provincial and federal policymakers must be supportive of efforts to provide French-language instruction. Lack of coherent provincial policies on francophone literacy is noted. A distinction is made between French language literacy education and "refrancization," an interest in reintegration of French culture into daily life. Each panelist offers suggestions for future directions in these areas. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 394 FL 801 093

L'alphabetisation et les femmes (Women and Literacy) Round Table (Toronto, Ontario, Canada, June 17-20, 1991). English Translation.
PUB DATE- Jun 91
NOTE- 23p.; For related documents, see FL 801 092-094.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Daily Living Skills; Females; Foreign Countries; *French; French Canadians; Illiteracy; *Literacy Education; *Native Language Instruction; Personal Narratives; Self Esteem; Sex Differences; *Womens Education
IDENTIFIERS- *Canada; *Francophone Education (Canada)

The transcript (translated into English) of a roundtable discussion of literacy among francophone women in Canada begins with the personal narrative of one women who gained literacy skills as an adult. The panel of three specialists in francophone women's literacy in Canada then look at the literacy rate among Canadian women, and the demand for and objectives of literacy education for this group. Three disadvantages of Canadian francophone women are noted: a high rate of illiteracy; minority language; and gender discrimination. An additional problem is seen in the fact that literacy education programs further the inequities by creating low-paying jobs for women. Difficulties in promoting literacy instruction also include geographic distances, lack of child care facilities, and scheduling for literacy students and for literacy teacher trainees. Panelists make recommendations and offer directions for future literacy training efforts for francophone women in Canada. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 395 FL 801 094

La reconnaissance des acquis et l'evaluation des programmes (Recognition of Learner Achievements and the Assessment of Literacy Programs). Roundtable (Toronto, Ontario, Canada, June 17-20, 1991).
PUB DATE- Jun 91
NOTE- 30p.; For related documents, see FL 801 092-093.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Accreditation (Institutions);

Characteristics; National Surveys; Role; *Universities
IDENTIFIERS- *ASHE Annual Meeting; *Canada

This paper presents the highlights of a national survey of governing boards and board members of Canadian universities. A total of 45 of the country's 59 provincially-supported university boards responded to the survey, which was followed up by a survey of the individual board members of the 45 responding institutions, which received 583 responses (49% response rate). The survey found that 39 of the responding institutions possessed a bicameral governance structure, with a governing board and a faculty senate. Various demographic characteristics of board members are reported. Board members reported, on average, that they worked on board matters 10.3 hours per month. Compared to governing boards at state-supported universities in the United States, the boards of provincially-supported Canadian universities included more student and faculty members and more females. While 77 percent of American boards were appointed by the state government, Canadian boards were appointed by a variety of methods, with the three most common, each accounting for about a quarter of the total, being appointment by provincial governments, by the board itself, and by constituency groups. (Contains 14 references.) (MDM)

ED 391 414 HE 028 850

Hull-Toye, Carolyn Sue
Persistence Based upon Degree Aspirations. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Aspiration; *Academic Persistence; College Freshmen; *College Students; *Educational Attainment; Higher Education; Institutional Characteristics; Private Colleges; Public Colleges; Sex Differences; Socioeconomic Influences; Student Attitudes; Student Development
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program

This study sought to develop a causal model for college persistence based upon students' degree aspirations 4 years into the college experience. It is based on a subset of data from the 1986 and follow-up 1990 Cooperative Institutional Research Program survey, namely 1,473 students attending 261 institutions. The model examined five sets of variables: (1) background characteristics; (2) initial personal commitment, namely degree aspiration and occupational goal upon entering college; (3) institutional characteristics; (4) satisfaction measures; and (5) personal commitment four years after enrolling as a freshman. The results exhibited some validation of the conceptual model which theorized that ability and socioeconomic status, along with measures of satisfaction and commitment 4 years into the college experience, have similar effects as original degree aspirations upon the subsequent measure of aspirations. Differences between male and female students, and students attending public and private institutions, are also considered. An appendix provides data tables and graphic representations of the statistical models. (Contains 43 references.) (MDM)

Wright College; Community College of Philadelphia PA; Palo Alto College TX; Seattle Central Community College WA

As part of a larger exploration of the role of community colleges in bringing the poor, working class, and ethnic minorities into higher education, this study looked at how students and institutional cultures at four urban community colleges interacted to achieve unusually high transfer rates to four-year colleges and universities. In the 1994-95 academic year the study examined the Community College of Philadelphia (Pennsylvania), Wilbur Wright College in Chicago (Illinois), Palo Alto College in San Antonio (Texas), and Seattle Central Community College in Washington. Ethnographic researchers gathered 450 data elements from interviews with and observation of students, faculty, staff and administrators; attendance at institution-wide events; and collection of historical and archival documents. Though a single, consistent pattern of interaction between institutional and student cultures did not emerge from the analysis and individual portraits of the colleges revealed distinctly different institutions, each had an institutional culture that seemed to mesh with the unique attitudes, needs, and aspirations of their student bodies. The analysis also suggests that the ways this confluence occurred is situation specific. Whether students willingly adapt to the institutional culture or the culture adapts to the student, the ability of either culture to be adaptive appeared to be a key ingredient in the culture of these colleges. Includes a matrix comparing the four institutions. (Contains 47 references.) (JB)

ED 391 433 HE 028 869

Sidle, Margaret Wright
Enrollment Management: Do Resource Allocation Decisions Really Make a Difference? ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; *Educational Economics; *Enrollment Management; Enrollment Trends; *Expenditures; Higher Education; National Surveys; Organizational Objectives; *Resource Allocation
IDENTIFIERS- *ASHE Annual Meeting; Association of Presbyterian Colleges and Univ

This study attempted to: (1) explore the enrollment patterns, enrollment goals, and expenditure demand ratios among Presbyterian-related colleges and universities; (2) determine the relationships between resource allocations in the form of expenditure demand ratios and enrollment goals; and (3) determine relationships between expenditure demand ratios and the enrollment patterns at those institutions. The following data were collected from 65 member institutions of the Association of Presbyterian Colleges and Universities: selected institutional characteristics and enrollment goals; total student fall enrollment and enrollment by race for 5 years (1982, 1986, 1988, 1990, 1991); allocation figures for instruction, academic support, student services, and scholarships and fellowships; and total educational and general revenues for those same years. Findings included the following: expenditures on instruction tended to be 30 percent or higher of auxiliary grant-supported services, and an overview of career counseling resources at Oakland University. According to the report, the ACCC has provided services for more than 9,000 adults during its 12 years of operation. A majority of those served were college graduates, about three-quarters were women, and many were in stages of life transitions. Most of those served rated the services as extremely helpful or very helpful. (KC)

ED 390 990 CE 070 382

Phillips, Terry; And Others
Education, Dialogue and Assessment: Creating Partnership for Improving Practice. Researching Professional Education. Research Reports Series.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Clinical Experience; Competence; Educational Research; *Evaluation Methods; Evaluation Problems; Foreign Countries; Job Skills; Nurses; Nursing; *Nursing Education; Obstetrics; Postsecondary Education; Program Improvement; *Student Evaluation
IDENTIFIERS- Nurse Midwives; United Kingdom

A study examined structures, processes, and practices of assessing competence in nursing and midwifery education programs in Britain. The methodology included documentation, interviews, and observations. Most interviewees were clear about the shortcomings of traditional assessment. In a satisfactory partnership, all the partners made a significant contribution to the design of the assessment strategies and documents and felt a sense of ownership. Continuous dialogue was essential. Increasing the number of independent witnesses and increasing the evidence base were proposed to overcome inadequacies of the widely used checklist assessment format. The following contextual issues were raised by interviewees with regard to practice placement: liaison and continuity of support, course constraints, workplace demands, and individual commitment. Principles required for effective monitoring and development included the following: involvement of all relevant groups, appropriate support, putting discussion about assessment on the agenda, action based on discussion, and development on the national level. Dialogue was found to be a mechanism for combining learning and assessment in which theory was examined in the light of practice and practice in the light of theory. Recommendations were made for action to develop the assessment of competence in nursing and midwifery education. (Appendixes contain 18 references, 160-item bibliography, and a list of survey methods.) (YLB)

ED 390 991 CE 070 383

Miller, Carolyn; And Others
Learning Styles and Facilitating Reflection. Researching Professional Education. Research Reports Series.
PUB DATE- 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Critical Thinking; *Educational Needs; Educational Research; Foreign Countries; Needs

process for certification. The next section contains the 10 program standards in these areas: purpose, administration, learning resources, finances, student services, instruction, equipment, facilities, instructional staff, and cooperative agreements. The task list follows. Lists of assumptions and definitions are provided. The tasks are divided into these areas: electrical/electronic systems, engine performance, LPG diagnosis and repair, LPG maintenance, LPG conversion/installation, CNG diagnosis and repair, CNG maintenance, and CNG conversion/installation. Lists are also provided of applied academics (language arts and communications, mathematics, science) and workplace skills. The final section lists tools and equipment, including hand tools, general lab/shop equipment, and specialty tools and equipment. (YLB)

ED 391 009 CE 070 554

Responsible Citizenship Practices. Life Skills. Teacher Edition.
PUB DATE- 96
NOTE- 197p.; For other related documents in the life skills series, see ED 380 630-631, ED 382 770-772, and ED 382 844-846. Essential Social Skills mentioned on p.ix is under development and not yet published.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; *Competency Based Education; *Government (Administrative Body); Law Enforcement; Learning Activities; Learning Modules; Legislation; Lesson Plans; Secondary Education; State Curriculum Guides; *Vocational Education; Voting

This guide contains the materials required to teach a six-unit course on responsible citizenship that was developed for secondary-level vocational education students in Oklahoma. The following are among the topics covered in the individual instructional units: getting to know your government (types of political systems, historical documents of the United States, powers of the federal government's three branches, reserved and shared powers of federal and state governments; local government (functions/concerns of country and city governments); making laws (rights guaranteed by the Bill of Rights, human rights, steps/stages in the legislative process, the system of checks and balances); enforcing laws (state and federal courts, law enforcement processes/personnel, financing of law enforcement); voting (voting requirements, importance of voting); and supporting your community (community involvement, interacting with public officials, community organizations, benefits of community work). Each instructional unit includes some/all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, job sheets, written tests, lists of suggested readings, and answers to assignment sheets and written tests. Also included are guidelines for using the various components included in the instructional units and measuring student performance and a table detailing the required criteria for competency-based education programs. (MN)

ED 391 010 CE 070 555

Savage, Ernest N.
A Hypermedia Model for Teaching Technology.

goals, two major policymaking organizations have been formed: Higher Council for Educational Planning (HCEP) and Supreme Council for Technological Education (SCTE). Practical steps taken so far include the following: establishment of the UUT, which aims to provide common facilities and linkage between industry and educational institutions; incorporation of TVE in the second 5-year plan; an international seminar on technological education; and establishment of teacher training institutions. To ensure a successful path for the future development of TVE in Iran, the social status of the TVE system and its graduates must be raised. (YLB)

ED 391 027 CE 070 593

Iwamoto, Muneharu
Case Study on Technical and Vocational Education in Japan. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 23p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Economic Development; *Educational Change; Educational Development; Educational Improvement; Educational Innovation; Educational Planning; Foreign Countries; Job Training; *Labor Force Development; *Vocational Education
IDENTIFIERS- *Japan

In the course of Japan's economic progress, remarkable changes have occurred in the structure of industry and employment. Workers are in extremely short supply in such occupations as mining, manufacturing and construction, services, transportation and communication, sales, and professional and technical. On the basis of recommendations of the Central Council for Education, the Monbu-Sho (the Ministry of Education) is now considering specific measures for upper secondary education reform. Three policy measures are to be pursued intensively: the reform of the school and course system, the improvement of the methods and content of education, and a revision of the selection process for admission to upper secondary school. These measures have been implemented in 1993, among them the creation of a new course called the "integrated course" in which students have freedom in course selection and career guidance is offered. The Monbu-Sho is investigating the training of technicians in high schools and aims to develop a vocational education plan for the future. Strategies to innovate technical and vocational education systems to cope with the changing demands of new technologies include the following: improvement in instructional strategies and content of information technology subjects; development of an electromechanical engineering course; and incorporation of managerial and system technologies into vocational courses. Measures are also being taken to promote vocational education and improve teacher quality through staff development. (YLB)

ED 391 028 CE 070 594

Kim, Taeck-Duck

Marlou Schrover) provides an overview of the book's content. "Frames of Reference: Skill, Gender, and New Technology in the Hosiery Industry" (Harriet Bradley) explores the processes that lie behind the devaluation of women's work. "The Creation of a Gendered Division of Labour in the Danish Textile Industry" (Marianne Rostgard) describes how the division of labor once established lived on to become an unquestioned tradition. "Foreign Technology and the Gender Division of Labour in a Dutch Cotton Spinning Mill" (Gertjan de Groot) argues that the gender division of labor was transferred from England to the Netherlands along with the technology. "'The Mysteries of the Typewriter': Technology and Gender in the British Civil Service, 1870-1914" (Meta Zimmeck) draws on the feminist critique of the literature to explore the introduction and spread of typewriting before the First World War. "'A Revolution in the Workplace'? Women's Work in Munitions Factories and Technological Change 1914-1918" (Deborah Thom) examines the theory of dilution and substitution. "Gender and Technological Change in the North Staffordshire Pottery Industry" (Jacqueline Sarsby) examines factors that influenced and altered the sexual division of labor. "Periodization and the Engendering of Technology: The Pottery of Gustavsberg, Sweden, 1880-1980" (Ulla Wikander) seeks to establish general trends and specific periods for changes. "Creating Gender: Technology and Femininity in the Swedish Dairy Industry" (Lena Sommestad) explores how women retained for so long but eventually lost their control over mechanized dairy production. "Cooking Up Women's Work: Women Workers in the Dutch Food Industries 1889-1960" (Marlou Schrover) shows technological change influenced women's work but was seldom the direct reason for the regendering of work. An index is appended. (YLB)

ED 391 046 CE 070 620

Dean, Karen; And Others
We're Sold. Strategies for Overcoming Learning Differences. A Section 353 Training Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Course Content; *Inservice Teacher Education; Learning Activities; *Learning Disabilities; *Literacy Education; *On the Job Training; Units of Study; *Workshops
IDENTIFIERS- 353 Project; Pinnellas County School System FL

This document contains three guides for facilitating the three workshops. The guides resulted from a project conducted in Pinellas County, Florida, Public Schools to produce a comprehensive, 18-hour training program and follow-up services for administrators, teachers, and tutors working with adults with learning disabilities (LD) in literacy programs. The program is designed to increase teacher and tutor awareness and effectiveness in providing instruction to adults who have, or suspect they have, learning disabilities. A survey showed that 91 percent of the 98 adult basic education/general educational development (ABE/GED) teachers in the county believed that many of their students had learning disabilities and that the teachers would like more information so that they could improve the instruction of LD students. Each of the workshops focuses

Institutional Administration; Mission Statements; *Nonprofit Organizations; Policy Formation; Program Administration; Program Development; *Public Agencies; Public Policy; *Strategic Planning

This workbook addresses key issues in the design of an overall strategic planning process and the subsequent implementation process for public and nonprofit organizations. The workbook is divided into two sections. Part 1 presents an overview of the strategic planning and implementation process and the benefits to be gained by using it. The coverage of the context and process of strategic change includes five readiness assessment worksheets. Part 2 covers each of the 10 key steps of the process in more detail. The 10 steps are as follows: initiate and agree on a strategic planning process; clarify organizational mandates; identify and understand stakeholders and develop/refine mission and values; assess the environment to identify strengths, weaknesses, opportunities, threats; identify and frame strategic issues; formulate strategies to manage issues; review and adopt the strategic plan; establish an effective organizational vision for the future; develop an effective implementation process; and reassess strategies and the strategic planning process. Each step description includes sections on purpose and possible desired planning outcomes, and offers worksheets to facilitate the process. The book ends with listings of resources (brainstorming guidelines, snow card guidelines, a strategic planning workshop equipment checklist, and a conference room set-up checklist); a glossary with 11 definitions; and a bibliography containing nine references. (KC)

ED 391 064 CE 070 654

Bryson, John M.
Strategic Planning for Public and Nonprofit Organizations. A Guide to Strengthening and Sustaining Organizational Achievement. Revised Edition.
PUB DATE- 96
NOTE- 325p.; For a related workbook, see CE 070 653. A joint publication in the Jossey-Bass Public Administration Series and Jossey-Bass Nonprofit Sector Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adult Education; Change Strategies; Definitions; *Guidelines; Institutional Administration; Mission Statements; *Nonprofit Organizations; Policy Formation; Program Administration; Program Development; *Public Agencies; Public Policy; *Strategic Planning

This book shows how leaders and managers of public and nonprofit organizations can use strategic planning to strengthen their organizations. This expanded edition includes many new examples of successful and unsuccessful strategic planning practices, along with new chapters that address how to implement strategies, how to reassess strategies and the strategic planning process, and how to fulfill the key leadership roles that must be undertaken if strategic planning is to be effective. The book is organized in three parts. Part one introduces the reader to the dynamics of strategic planning. Chapter 1 introduces the concept of strategic planning and why such planning is important for governments, public agencies, nonprofit organizations, and communities. Chapter 2 presents an approach to strategic planning called the Strategy Change

This document, which was developed after an extensive literature review and study of the United Kingdom's labor market and job search methods, is intended to be a tool for Employment Service personnel assisting unemployed job seekers. First, the following aspects of the job search environment are considered: occupational labor markets and recruitment channels; the recruitment orientations of different types of employers; characteristics of unemployed job seekers and the psychological effects and problems of unemployment that may impinge on their job search behaviors; the institutional Employment Service framework and public policies in the United Kingdom; and international perspectives on the assisted job search. Next, a simple generic model of the job search process is presented that calls for the following three stages of actions by Employment Service personnel: initial advice and guidance; initial implementation of job search activity; maintenance and fine tuning of job search strategies; and review of job search procedures and job choices. Appended are the following: 93-item bibliography, list of experts consulted, discussion guide, research specification, and list of 54 reports about employment and the labor market in the United Kingdom. (MN)

ED 391 083 CE 070 698

Toye, Janet; Vigor, Phil
Implementing NVQs: The Experience of Employers, Employees and Trainees. Report 265.
PUB DATE- 94
NOTE- 77p.; Study supported by the IMS Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Employee Attitudes; *Employer Attitudes; *Employment Qualifications; Foreign Countries; Industrial Training; National Surveys; *Personnel Evaluation; Questionnaires; *Standards; Tables (Data); *Trainees
IDENTIFIERS- *National Vocational Qualifications (England)

The use of National Vocational Qualifications (NVQs) within work organizations in the United Kingdom was examined in a study of 15 large employers. Human resources development managers and NVQ candidates within each firm were interviewed/surveyed as were the individuals responsible for NVQ implementation at six firms. Only a few employers had disseminated information about NVQs widely, and only employees who had been involved in NVQ activity as assessors or candidates were likely to know about them. Although many employers were clear about a number of important potential benefits of NVQs, they were also usually aware of the major costs associated with delivery of NVQs and had reservations about the suitability of NVQs for the job and work force. Among the employees and trainees surveyed (272 usable responses), the most popular reason for working toward NVQs was to get a nationally recognized qualification. Job security and career-related motives were also considered important by many respondents. Employers and employees alike expressed considerable support for NVQs and expected them to improve job performance and employee morale. The most common criticism of NVQs was their confusing language. Seventeen points of good practice were identified. (Appendixes include the survey instrument and tables detailing the survey responses.) (MN)

ED 391 084 CE 070 699

four-year colleges exists in some form in three states for associate degrees. The research concluded that each of the five states has addressed many of the same issues facing Georgia and that removing barriers to adult learners' progression from occupational courses to baccalaureate degrees is an ongoing process. (KC)

ED 391 103 CE 070 738

Lynch, Richard L.; And Others
Seamless Education: Barriers to Transfer in Postsecondary Education. Briefing Paper No. 3, Spring 1994.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 94
NOTE- 6p.; For related documents, see CE 070 736-737.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Technical Education; *Transfer Policy; Two Year Colleges; Vocational Education

A research study explored the barriers to transfer of credit courses from two-year community and technical colleges to four-year colleges and universities, with special attention to the concerns of postsecondary occupational-technical program transfer. Several categories of problems were identified in the national literature on higher education transfer: attitudinal, institutional, geographical, financial, curricular, and structural barriers. Key issues and arguments in each category were explored and discussed. The research concluded that transfer of credits was more successful when community colleges separated two-year transfer programs and vocational-technical programs. A suggestion was also made that comprehensive community colleges with four-year programs might be better able to serve the needs of the diverse types of students who enroll in community colleges. (KC)

ED 391 104 CE 070 786

Friedenberg, Joan E.
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Bilingual Education; Immigrants; *Language Acquisition; *Limited English Speaking; Private Sector; Public Sector; *Second Language Instruction; *Second Language Learning; Vocational Education; *Vocational English (Second Language)

This critical review of the literature examines the characteristics and needs of limited English proficient (LEP) adults and the programs and services typically available to them. The complexities of the LEP population are explored first, including differences in education, English proficiency, labor market experience, and economic status. Availability of programs and services for LEP adults in both the public and street violence--as linked. Within all areas the commonalties are clear: rigid gender-role expectations and the role of socialization create an acceptance of violence. The role of our society in supporting nonviolence can be strengthened through social institutions. Especially crucial to this is the role of education, a major carrier of the culture, which can help shape students' attitudes and behaviors toward nonviolence. By exploring violence as a gender issue, we hope to create an understanding of the entire issue of violence and offer hope for stemming all violence. Contains 49 endnotes; citations for over 100 books, journal articles, and videos; and a listing of 59 organizations located throughout the United States. (JBJ)

ED 391 124 CG 026 579

DiMascio, William M.
Seeking Justice: Crime and Punishment in America.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Correctional Institutions; *Correctional Rehabilitation; *Crime; *Criminal Law; *Criminals; Justice; Law Enforcement; *Legislation; Police Action; Prisoners; Public Policy; Recidivism; Sentencing; Substance Abuse

Five million people in the United States are under the supervision of the criminal justice system, 1.5 million in prisons or jails, the rest on probation or parole, and the inmate population continues to grow. Taxpayers spend billions of dollars each year on prisons and jails, yet the solution to crime problems remains elusive. To assist in understanding the complexities of the criminal justice issue, this booklet contains the following chapters: (1) "The Prison Boom" describing the magnitude and consequences of prison population growth; (2) "The Cost of Incarceration" analyzing costs of prison construction and operation; (3) "Who Goes to Prison" describing America's incarcerated population; (4) "Why Inmate Populations Are Up" analyzing factors that have caused the prison population to rise so steadily; (5) "Drugs, Crime, and Imprisonment" providing an overview of the U.S. drug problem and impact of anti-drug policies on law enforcement, the courts and prisons; (6) "A Continuum of Sanctions" illustrating the range of sanctions available to punish, supervise, and treat offenders; (7) "What the Public Thinks" reporting the findings of research that examines society's view on sentencing policies; and (8) "Resources" providing a list of experts who can give further information on criminal justice issues. Contains a total of 205 references. (JBJ)

ED 391 125 CG 026 583

Conflict & Gang Violence Prevention Using Peer Leadership: Training Manual for CHAMPS.
PUB DATE- 95
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Instruction; *Reading Motivation; *Reading Strategies; *Student Motivation; Thinking Skills
IDENTIFIERS- *Concept Oriented Reading Instruction; Trade Books

Concept-Oriented Reading Instruction (CORI) offers children the opportunity for endless challenges and discovery. Engaged literacy learners are motivated, have conceptual understanding, use cognitive strategies, and interact socially. CORI is a classroom context that promotes literacy engagement in terms of seven dimensions: observational, conceptual, self-directed, strategic, collaborative, self-expressive, and coherent. To teach CORI, teachers need lots of trade books, imagination, a plan, and at least one other teacher or a team of teachers to share ideas and give and receive feedback. Three of the most salient and important benefits of CORI are: (1) the development of long-term motivation; (2) development of long-term motivation coupled with higher-order thinking skills and strategy use; and (3) CORI helps students to think conceptually and cogently. (RS)

ED 391 145 CS 012 331

Shu, Hua; Anderson, Richard C.
Role of Radical Awareness in the Character and Word Acquisition of Chinese Children. Technical Report No. 615.
PUB DATE- Nov 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Chinese; Elementary Education; Foreign Countries; *Ideography; Reading Research; Reading Skills; *Word Recognition; Word Study Skills
IDENTIFIERS- *China

A total of 292 Chinese children in the first, third, or fifth grade in Beijing, China, participated in one of two experiments investigating radical awareness; that is, the knowledge that a component of most Chinese characters, called the radical, usually provides information about a character's meaning. The technique was to present two-character words familiar from oral language but which the children had not seen before in print. One of the characters was written in Pinyin, the alphabetic system that every Chinese child learns in the first two months of first grade. The children's task was to select a character to replace the Pinyin. The first experiment showed that third graders and fifth graders are able to select characters containing the correct radicals even when the characters as a whole are unfamiliar to them, which must mean that they are aware of the relationship between a radical and the meaning of a character. The second experiment showed that children are better able to use radicals to derive the meanings of new characters when the radicals are familiar and the conceptual difficulty of the words is low. Children rated by their teachers as high in verbal ability display more awareness of radicals than children rated lower in verbal ability. (Contains 28 references, 5 tables of data, and ANOVA summaries for each of the experiments.) (Author/RS)

ED 391 146 CS 012 332

Gaffney, Janet S.; Paynter, Susan Y.
The Role of Early Literacy Interventions in the Transformation of Educational Systems. Technical Report No. 617.
PUB DATE- Nov 95
NOTE- 11p.

an anodyne to the chaos of the present period is Shakespeare. One effective way of teaching Shakespeare is to read his words aloud. Educators must remember that they are teaching college students today who have not been read to and who have not necessarily read Shakespeare in high school. The instructor who reads aloud need not see himself/herself as a showoff or "ham"; rather, he or she should see himself/herself as a facilitator, a presenter. Students learn to appreciate and understand Shakespeare by listening to his work read aloud. Choice excerpts from "Romeo and Juliet," "King Lear," and "The Merchant of Venice" demonstrate the beauty of Shakespeare's language and how well that beauty lends itself to recitation. In addition, Shakespeare suggests a theme for the present era--optimism. Despite dark periods in history, including a number of sonnets that depict the tortuous entanglements of love, Shakespeare was wise enough to be an optimist and this optimism comes through even in his great tragedies. Examples of optimism can be found in "King Lear," "Much Ado about Nothing," and "Taming of the Shrew." (TB)

ED 391 165 CS 215 173

Simons, Elizabeth Radin
Student Worlds, Student Words: Teaching Writing through Folklore.
PUB DATE- 90
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; English Instruction; Family Environment; *Folk Culture; *Hispanic American Culture; Secondary Education; Units of Study; *Writing Instruction
IDENTIFIERS- Graffiti; Heroes; *Writing Development

Encouraging teachers of middle and secondary school students to learn to write using their own folklore, each chapter in this book presents a 1- to 3-week unit of study including background information, student activities, transcripts of discussions, and suggested readings for both teachers and students. After an introduction (Knowing Our Insides and Our Outsides), chapters in the book are: (1) An Introduction to Modern Folklore; (2) Teaching Writing while Teaching Folklore; (3) "Bloody Mary": Introducing Students to Folklore; (4) "My Name Was Carlos": The Folklore of Naming; (5) "When I Was a Little Girl...": The Folklore of Childhood; (6) The Cat Burglar: Family Folklore I--Stories Our Families Tell about Us; (7) "Nuestro Pasado" (Our Past): Family Folklore II--Family Photography; (8) "Even Heroes Have Heroes": Mexican--American Students Study Their Folk Heroes; (9) "Aren't We a Little Old for This?": Suburban Students Design a Unit on Folk Heroes; (10) "All Right! We've Got a Substitute!": School and Teenage Folklore; (11) "Tales of the Shopping Mall: Modern Urban Legends; and (12) "Nuke the Raiders!": The Folklore of Graffiti. Contains 79 references. A 79-item list of selected resources for teachers and students is attached. (RS)

ED 391 166 CS 215 174

Anderson, Karen C., Ed.
Games Magazine Junior Kids' Big Book of Games.
PUB DATE- 90
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

(78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adolescents; *Advertising; *Alcoholic Beverages; *Cultural Context; Drinking; Educational Needs; *Hispanic American Culture; *Language Role; Media Research; Mexican Americans; Television
IDENTIFIERS- *Latinos; *Message Responses

Although Latino youth have slightly lower rates of alcohol use than Anglo youth, evidence suggests that as Latinos acculturate their rates of use increase to match those of the Anglo adolescent population. In light of these cultural patterns, a study examined the reactions of young adult males of Latino origin to television beer and non-beer commercials in Spanish and English. Television is an important medium for the transmission of cultural values, while advertisements encourage specific behaviors stemming from the accepted cultural norms. In this study, there was an interaction between advertisement type (beer vs. non-beer) and language presentation (Spanish vs. English). A total of 24 ads were used with 38 subjects, all Latino males between 12 and 18 (most were first or second generation Mexican Americans). Results indicated that Latino males liked the Spanish language non-beer commercials best and Spanish beer commercials the least of all commercials seen. English beer commercials were preferred over English non-beer commercials. Qualitative evidence suggested that these Latino youth responded negatively to advertisers' portrayals of Latina females and Latino alcohol use. The reasons for their negative reactions are probably quite complex, having to do with portrayals inconsistent with traditional gender roles and, more generally, with inaccurate portrayals of the Latino culture. Education efforts that stress Latino cultural identity may, then, strengthen the disinclination of Latino youth to use alcohol. (Contains 1 figure, 1 table, and 21 references.) (Author/TB)

ED 391 187 CS 509 119

Kruckeberg, Dean
A Global Perspective on Public Relations Ethics: The Middle East.
PUB DATE- 20 Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Differences; *Ethics; Foreign Countries; Global Approach; Higher Education; *Islamic Culture; Journalism; Models; Moral Values; *Public Relations; Standards
IDENTIFIERS- *Middle East; *World Views

Sophisticated public relations is being practiced in the Middle East. However, the models used in that region are not identical to American models, nor are they identical to those in other Western countries usually considered part of the "First World." In particular, Moslem culture heavily influences Middle East practice. Can the ethics of public relations be universal or must they remain culturally specific and ideologically based, suggesting an argument for ethical relativism? It could be watches the video and comments on it; other times specific questions are asked prior to watching the clip. Comments about a scene in "Kramer vs. Kramer" and other films show how students can examine the verbal and nonverbal behaviors and predict what the characters might do next. Although there are other ways to stimulate critical thinking, using brief video clips is very effective. Some of the topics which lend themselves to examination in specific video clips are: gender, self-disclosure, self-concept, perception, verbal communication, nonverbal communication, emotions, conversation, intercultural communication, relationships, power, and conflict. (NKA)

ED 391 205 CS 509 152

Gozzi, Raymond, Jr.
Entertainment as/in Education: Neil Postman's Nightmare Come True, or an Opportunity for Growth?
PUB DATE- Nov 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; College Faculty; Educational Change; Educational Trends; Higher Education; *Mass Media Effects; *Mass Media Role; *Student Characteristics; *Teaching Methods
IDENTIFIERS- *Educational Issues; *Entertainment; Postman (Neil)

In "Amusing Ourselves to Death," Neil Postman's nightmare is that the content of education will come to be determined by what can be turned into entertainment. Where does effective pedagogy end and mere entertainment begin? Currently, education is in a period of transition between dominant media, moving away from print and toward electronic. Generations of television-raised students who do not read for enjoyment, who cannot spell, and who seem to have shorter attention spans, are filling classrooms. The new cognitive style fostered by electronic media could be called "empathy at a distance." People get excited about things that they cannot do anything about. College faculty trained in the ways and skills of print media, are told to teach students something. And with "market forces" affecting colleges more and more, there is pressure on faculty to keep the "customers" happy. For the television generations, school is an experience of sensory deprivation. By the time they become adults, they will be restless and unsatisfied, without quite understanding why. In class, the students' attention can be held for 15 or 20 minutes with a lecture, but then it is time for something new--it can be a handout, a video, a student report, or a small group exercise. Several themes can be kept going at once, as in a variety show. However, on the positive side students are found to be still curious and responsive to ideas, abstractions, and issues that they do not see on television. This is perhaps the best hope for educating them. (NKA)

ED 391 206 CS 509 153

Annarella, Lorie A.
Creative Drama in the Classroom.
PUB DATE- 92
NOTE- 22p.

allocation, and partnerships. Project descriptions and the names of contact persons are included. Teaching-and-learning innovations include school schedules, instructional grouping, school-to-work transitions, standards and student assessment, differentiated staffing, professional development, and educational technology. Governance-related innovations involve parent and community participation, shared decision making, board reorganization, and school division consolidation. Administrative strategies address new roles and responsibilities, employer-management relationships, electronic tools, school policies, and strategic planning. Resource-allocation practices center on staffing, program budgeting, transportation, entrepreneurship, energy conservation, and facility use. Partnerships involve parents, communities, provinces, businesses, shared services, and private contractors. (LMI)

ED 391 224 EA 027 227

Fagan, Lenora Perry; Spurrell, Dana
Evaluating Achievement of Senior High School Students in Canada: A Study of Policies and Practices of Ministries and School Boards in Canada.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Accountability; Boards of Education; *Educational Assessment; Educational Policy; Educational Testing; Foreign Countries; Formative Evaluation; High Schools; *High School Students; Outcomes of Education; Scholarships; State Action; *Student Evaluation; Summative Evaluation
IDENTIFIERS- *Canada

In Canada today there is a clear move toward a more outcomes-based education system. This report examines the state of high school student assessment and reviews standards and accountability strategies. It reports on the policies, programs, and initiatives in all provincial ministries or departments of education and a sample of school boards across the country. Data were derived from a telephone survey of departmental/ministerial representatives from all 10 provinces and the 2 territories and from a questionnaire that was mailed to 279 school boards. A total of 140 boards responded, a 50 percent response rate. Data show that both boards and ministries are putting more emphasis on the development of comprehensive policies to cover all aspects of student evaluation. There is some movement away from relying on paper-and-pencil testing as the sole means of evaluation; the use of more authentic, performance-based approaches and a greater variety of assessment techniques are being promoted. Some of the best practices in high school evaluation involve use of a broad range of assessment methods; introduction of or improvements to provincial examinations; greater use of summative and formative evaluations; greater emphasis on modifying evaluation for special-needs students; use of performance-based assessment; and more reporting to parents and the public. Thirteen tables are included. Appendices contain copies of the two questionnaires and selected school board material. (Contains 19 references.) (LMI)

ED 391 225 EA 027 239

NOTE- 217p.; For the OECS Education Reform Strategy and other related documents, see EA 027 304 and EA 027 305-306, respectively.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Curriculum; Educational Finance; *Educational Improvement; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; Master Plans; *Policy Formation; Professional Development; Program Implementation; *Regional Cooperation; *Regional Planning; Role of Education; Student Evaluation
IDENTIFIERS- *Caribbean

The major objective of the Organization of Eastern Caribbean States (OECS) Education Reform Strategy is to strengthen the capacity of member states to work collaboratively in order to improve equal access to quality and relevant basic education in an equitable and efficient manner. This document describes OECS policy recommendations made in May 1994. Section 1 describes the economic context of the region, and section 2 provides an overview of the reform strategy. Proposals for financing and supporting the regional components of the reform strategy are discussed in section 3. The fourth section describes how the reform will be coordinated and managed, and the fifth section outlines the action plan for implementation. Specific project outlines are highlighted in section 6. The seventh section discusses issues and problems at the following levels: basic education; early childhood education; and primary, secondary, adult, and higher education. Important challenges are described in section 9, and section 10 overviews the structure and evolution of the OECS. Five tables are included. Appendices contain regional statistics, OECS education indicators, school maps by territory, and data on live births by territory. (Contains 68 references.) (LMI)

ED 391 243   EA 027 308

Beavis, Allan K.
Towards a Social Theory of School Administrative Practice in a Complex, Chaotic, Quantum World.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Evolution; Foreign Countries; Holistic Approach; Leadership; *Organizational Theories; School Administration; *Social Systems; Social Theories; *Sociology; Systems Approach; *Theory Practice Relationship
IDENTIFIERS- Chaos Theory; Luhmann (Niklas); Quantium Theory

Educational administration, like many other social sciences, has traditionally followed the rubrics of classical science with its emphasis on prediction and control and attempts to understand the whole by understanding in ever finer detail how the parts fit together. However, the "new" science (especially quantum mechanics, complexity, and chaos theory) has challenged the view that to understand the parts is to understand the whole. Scientists now take into account such phenomena as holism and emergence, self-reference, self-renewal, self-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Busing; Cultural Pluralism; *Educational Environment; Elementary Education; English (Second Language); Instructional Effectiveness; *Limited English Speaking; *Parent School Relationship; *Racial Balance; Racially Balanced Schools; *School District Reorganization; Spanish Speaking

This paper describes how a predominantly white elementary school responded to a school-district reorganization effort to promote ethnic balance among the schools. The redistricting plan reassigned some former students to other schools and bused in many Spanish-speaking students. The school staff encountered language problems with the new students and their families. The school acquired an English-as-a-Second-Language (ESL) teacher, included parents on the school-based management team, recognized multicultural role models and volunteers, sponsored parent-orientation and welcoming programs, and promoted parent-school conferences. Teachers enrolled in a community-education Spanish class. Limited-English-speaking students were not penalized for not being able to perform in a language unfamiliar to them. Staff emphasized areas in which students were successful and marked report cards with the statement, "Grades adjusted due to language development." Other strategies to help the new students achieve included home visits, group sessions, cooperative assessment, whole-language strategies, peer tutoring, and portfolio assessment. The key factor of success was a focus on school attitude rather than on instruction. An endnote states that the 1995 results of the Texas Assessment of Academic Skills designated the school as a "recognized campus" for student success in all demographic and cultural subgroups. (LMI)

ED 391 261 EC 304 175

Mitchell, David R.
Special Education Policies and Practices in the Pacific Rim Region.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Delivery Systems; *Disabilities; *Educational Policy; *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Inclusive Schools; Regular and Special Education Relationship; *Special Education; Trend Analysis
IDENTIFIERS- China; Indonesia; Japan; Malaysia; New Zealand; *Pacific Rim; South Korea; Thailand; Vietnam

This paper examines both the emerging consensus among Pacific Rim countries, especially East and Southeast Asian countries, as to current and future directions of special education and the many differences among these countries in economics, cultural perspectives on disability, concepts of education, and administrative structures. The paper provides demographic data and a description of the status of special education for each of the following countries: Japan, New Zealand, Republic of Korea (South Korea), Malaysia, Thailand, Indonesia, China, and Vietnam. Data are provided on population, percent of the

*Role Perception; *Supervision; Teacher Role; *Teamwork

This collection of materials provides guidance on the specific roles of teachers and paraprofessionals on instructional teams serving students with disabilities. Individual materials include lists, checklists, questionnaires, and forms addressing: a definition of "paraeducators"; roles of teachers; duties performed by instructional paraeducators; professional and ethical responsibilities of all paraeducators; basic strategies for clear communication between teachers and paraeducators; what paraeducators need to know about teachers; acceptable and unacceptable duties and responsibilities of the paraprofessional; an activity to help teachers and paraeducators sort out their individual roles; the teacher's work style; the paraprofessional's work style; a planning form for a paraeducator job description; a sample paraeducator job description; a sample instructional assistant job description; a sample agenda for weekly staff meetings; strategies for scheduling conference time; principles of giving and taking supervision; a sample observation checklist; strategies for scheduling observation time; on-the-job training planning guide; paraeducator training needs; tips for teachers and paraeducators who work as a team; a philosophy for the utilization, training, and supervision of paraprofessionals in education; ethical considerations for paraeducators; and factors contributing to burnout among paraeducators. Contains a short list of resources and additional authors and the address of The National Paraprofessional Organization. (DB)

ED 391 280 EC 304 529

Bennett, Forrest C.; Hedlund, Rodd E.
The NICU Follow-Through Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Birth Weight; *Early Intervention; Hospitalized Children; *Inservice Education; *Medical Services; *Neonates; Neuropsychology; Parent Education; *Premature Infants; Professional Development; *Severe Disabilities; Technical Assistance
IDENTIFIERS- *Intensive Care Units

This final report describes activities and accomplishments of the NICU Follow-Through Project, a 3-year project designed to help hospital neonatal intensive care units (NICUs) and community developmental centers serving infants with disabilities or very low birth weights (VLBW) replicate the project's innovative and successful training components. The model provided training to medical and early intervention professionals in 18 outreach communities within 10 states. Program accomplishments included: (1) assisted medical and early intervention professionals to train and facilitate parents in supporting their VLBW infants with severe disabilities while engaging them in caregiving activities and social interactions; (2) assisted medical and intervention professionals to interpret the neurobehavioral cues expressed by these infants and to respond in an appropriate contingent manner during caregiving, assessment, or intervention sessions; (3) assisted medical and early intervention professionals to implement a comprehensive interagency coordinated service plan for VLBW/severely disabled

ED 391 297 EC 304 546

Greenfield, Robin G.
Idaho Project for Children and Youth with Deaf-Blindness. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Disability Identification; Elementary Secondary Education; Infants; *Information Dissemination; Inservice Education; Outreach Programs; Parent Education; Preschool Education; *State Programs; Student Participation; *Technical Assistance; Toddlers
IDENTIFIERS- *Idaho

This report describes activities and accomplishments of the Idaho Project for Children and Youth with Deaf-Blindness, a 3-year federally supported project which provided training, technical assistance, and resources to families, educators, and other service providers working with infants, toddlers, children, and youth with deaf-blindness. An emphasis of the program was to increase the active participation of individuals with deaf-blindness in their home, school, and community. The project resulted in a dramatic increase in the number of individuals who were identified as having deaf-blindness. Among the information sources developed for both families and professionals were an annual summer institute and inservice sessions (serving approximately 1,500 people), quarterly newsletters, a film series, informational fact sheets, biweekly computer bulletins on the Idaho Special Net board, on-site trainings and technical assistance visits, and collaborative activities with various agencies across the state. Individual sections of the report describe the project's goals, objectives, accomplishments, issues, impact, and development of information sources. Appendices include sample transdisciplinary reports on specific children, assessment forms for training programs, a listing of materials in the project's resource lending library, and a flyer in both English and Spanish versions. (DB)

ED 391 298 EC 304 547

Otos, Maurine
Oregon Project for Services to Children and Youth with Deaf-Blindness. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; *Deaf Blind; Disability Identification; Elementary Secondary Education; Information Dissemination; Inservice Teacher Education; *Parent Education; Preschool Education; *State Programs; *Technical Assistance
IDENTIFIERS- *Oregon

NOTE- 97p.; Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For other modules in this series, see EC 304 560-565. For related videotapes, see EC 304 566.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; *Peer Relationship; *Peer Teaching; Social Integration; Team Teaching; Teamwork; *Tutoring

This manual presents the trainee's workbook and the trainer's guidelines for the fifth of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 5 is on skills for involving nondisabled peers in the inclusive education setting. The trainee workbook is in the form of 24 transparency masters and 3 activities which provide information and practice on peer involvement objectives, informal assessment procedures, direct observation, event and duration recording, peer tutoring arrangements and guidelines, a peer tutor training model, designing cooperative learning groups, and lesson plans for cooperative learning groups. Appendices offer questionnaires and a sample peer tutor script. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, addressing the topics of planning for peer involvement, peer tutors, and cooperative learning. A pre/posttest is also included. (DB)

ED 391 316 EC 304 565

Campbell, Patti C.; Campbell, Charles Robert
Service Improvement Planning: Skills for Implementing Inclusive Schools. Trainee Workbook. Building Inclusive Schools, Module 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 84p.; Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For other modules in this series, see EC 304 560-564. For related videotapes, see EC 304 566.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Change; Educational Objectives; *Educational Planning; Elementary Secondary Education; Goal Orientation; *Inclusive Schools; *Inservice Teacher Education; Needs Assessment; Organizational Objectives; Regular and Special Education Relationship; *School Restructuring

This manual presents the trainee's workbook and the trainer's guidelines for the sixth of six modules in a teacher inservice series developed to promote the unified effort of both regular

PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agencies; *Community Programs; Employment; Independent Living; Normalization (Disabilities); *Program Development; Quality of Life; Recreational Activities; *Severe Disabilities; *Social Integration; *Social Services
IDENTIFIERS- New York (New York)

This report describes the development of integrated community services for people with severe disabilities by Job Path, a New York City agency which currently provides services to approximately 250 people. A current emphasis of the agency is increased consideration of the individual's life outside of the work setting. Critical factors in the agency's success are explained, including: (1) establishing a clear direction; (2) defining staff responsibility; (3) developing shared leadership; (4) adopting flexible approaches; and (5) collaborating with policy makers, other service providers, and families. Three case studies illustrate the agency's attention to individual needs in the areas of independent living, personal interests, and recreational activities. (DB)

ED 391 335 EC 304 584

Kupper, Lisa
Helping Students Develop Their IEPs. Technical Assistance Guide, Volume 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 25p.; For the student's guide, see EC 304 585.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Disabilities; Educational Legislation; Goal Orientation; *Individualized Education Programs; *Lesson Plans; Personal Autonomy; Secondary Education; Student Educational Objectives; *Student Participation

This guide (with audiotape) offers information on helping students with disabilities become involved in developing their own Individualized Education Programs (IEP). The guide is organized into lesson plans which can be adapted to individual situations. Individual lessons focus on the following topics: (1) introductory work with students (such as talking about disabilities, relevant laws, and transition); (2) introducing the IEP (helping students look at and understand their own IEPs); (3) writing the IEP (focusing on students' present levels of functioning and goals); (4) getting ready for the IEP meeting; (5) participating in the IEP meeting; and (6) following up after the meeting. Appendices provide additional information on relevant laws, answers to a disability pre-test, and an outline of a presentation on the laws. A glossary and a list of 18 resources are also provided. The accompanying audiocassette presents teachers and parents discussing how they have helped students become active participants in the IEP process. (DB)

Program Evaluation; Public Policy; Theory Practice Relationship
IDENTIFIERS- California; New York; New York (New York)

This article by Patricia Whitelaw-Hill, Executive Director of READ, addresses the issue of the education of limited-English students in public education. New York has joined California in concluding that bilingual education programs are not working as well as English-as-a-Second-Language (ESL) programs in helping language minority students become mainstreamed. Support for bilingual education has been based largely on untested and unsubstantiated academic theories that emphasize instruction in the student's native language. Rapid learning of English for school purposes and the early integration of limited-English-proficient (LEP) students into regular classrooms with English-speaking peers is preferable. These programs are in place in many areas but have not been adequately acknowledged. A large part of the problem has been confusion between program goals and objectives. Bilingual education's objectives of maintaining and increasing native language skills have conflicted with their goals of teaching English. A number of current strategies are appropriate for developing English language skills, including sheltered English instruction, cooperative learning, grouping, project work, and learning centers; all can be used to facilitate both English language learning and academic content mastery. An essential ingredient is for schools to have the flexibility to respond to students' needs and to design appropriate programs, particularly as immigrant populations increase. (MSE)

ED 391 354 FL 023 248

McCormick, Kay
Language Policy Issues in South Africa.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at a Sociolinguistics Symposium (Lancaster, England, United Kingdom, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; *Language Attitudes; *Language of Instruction; *Language Planning; *Language Role; *Official Languages; Policy Formation; Political Influences; *Public Policy; Social Change
IDENTIFIERS- *South Africa

A discussion of new language policy in South Africa, creating 11 official languages and terminating the privileged status of English as sole or co-official language, looks at a number of issues in language policy creation. The framework for this analysis is that language may be viewed from four perspectives: as a problem, a right, a resource, or a symbol. It is argued that the first, second, and fourth perspectives have dominated South African language policy, and that the third is attempting to break that tradition. A brief overview is given of the language patterns of the country. Two distinct areas of language policy are identified: official languages and languages in education. Central themes in the debate concerning official languages are then discussed: the place of Afrikaans; the place of other African languages; and the place of English. One issue concerning languages in education is discussed here, that of medium of instruction. Each issue is examined in its historical and current social context in South Africa. Contains 22 references and a map of South Africa depicting dominant home languages in 1980. (MSE) were identified according to developmental stage. It was found that while the subject's speech contained features from each of the six stages, 96 percent of stage 1-3 features were present but only 41 percent of stage 4-6 features were found. Because the theory proposes that the developmental stages are "implicational" (i.e., that features from all previous stages have been acquired), the findings do not support the theory. Contains 16 references. (MSE)

ED 391 375 FL 023 531

Solomon, Jeff; Rhodes, Nancy
Assessing Academic Language of English Language Learners. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Classroom Research; Comparative Analysis; *English (Second Language); *English for Academic Purposes; Language Research; *Language Tests; Second Language Learning; Surveys; Teacher Attitudes; Teacher Made Tests; *Test Format; *Testing

A project to identify alternative strategies for assessing the academic language of English language learners is reported. First, literature on the concept of academic language is reviewed, and then findings from classroom research are used to propose an alternative conceptualization of academic language, one which focuses on the role of stylistic register in communicating about academic tasks. Next, results of a survey of 157 English-as-a-Second-Language (ESL) educators concerning academic language and assessment are presented. Responses to five of the most salient questions are analyzed in detail; others are appended. A number of alternative assessment strategies are considered: physical demonstrations; pictorial products; K-W-L (Know-Want-Learn) charts; oral performances; portfolios; oral and written products; and teacher-made measures that complement alternative assessment. Implications of the project's findings for educators, educational practice, reform, and policy are discussed. Appendices which make up over 50% of the document contain the survey instruments, classroom data sheet, and the compiled data from all questionnaires. Contains 43 references. (MSE)

ED 391 376 FL 023 533

Lesnick, Henry
It's Up to Us. An AIDS Education Curriculum for ESL Students.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *English (Second Language); *Health Services; High School Students; *Instructional Materials; Language Skills; *Lesson Plans; Second Language Instruction; Second Language Learning; Skill Development

College Role; Community Colleges; *Educational Policy; Foreign Countries; *French; French Canadians; *Literacy Education; Native Language Instruction; *Program Evaluation; Public Education; Public Policy; Resource Allocation; *Student Evaluation; Teacher Education
IDENTIFIERS- Canada; *Francophone Education (Canada); New Brunswick; Ontario; Quebec

Presented is the transcript (translated into English) of a roundtable discussion on student assessment and program evaluation in French-language literacy education in Canada. Panelists are government officials and specialists in Canadian francophone literacy education from several provinces (Quebec, Ontario, New Brunswick). Each briefly outlines the current situation of student assessment in his province, and offers perspectives on what should be evaluated and how the assessment reflects the learner's intentions in gaining literacy, whether for occupational or personal reasons. The role of francophone community colleges in francophone education in New Brunswick is noted. It is also suggested that funding cuts may threaten literacy education for personal satisfaction by limiting services to only those needing training for occupational purposes. Concern is expressed that student and program evaluation may tend to affect funding, with the effect of limiting access to instruction. Several related issues are touched upon, including the role of public schools in adult literacy education, the role of volunteer and community literacy programs, and accreditation of literacy teacher training. Implications for public educational policy concerning literacy and literacy education are discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 396 FL 801 096

Fischer, Joseph C.; Larson, Katherine E.
Worker Education Program 1993-95 Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 14 Jul 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Adult Basic Education; Cooperative Programs; Curriculum Development; Fashion Industry; High School Equivalency Programs; *Inplant Programs; Job Skills; Labor Force Development; *Literacy Education; Mathematics Instruction; Native Language Instruction; Program Descriptions; Program Effectiveness; School Business Relationship; Second Language Programs; Spanish; Unions; Vocational Education; *Vocational English (Second Language)

The evaluation report details the structure and outcomes of a workplace education program for members of the Amalgamated Clothing and Textile Workers' Union from May 1993 through March 1995, and assesses the program's design as a model for similar programs elsewhere. The program was designed to enhance workers' skills and meet personal educational needs through adult basic education, English-as-a-Second-Language instruction, Spanish literacy instruction, high school equivalency, mathematics, and vocational courses. In addition, the program promoted adult educator training and workplace curriculum development. An introductory section gives an overview of the program. Two subsequent sections provide assessments of the efficacy of the program structures and of the program's process and outcome results. The next section examines five aspects of the program model: the

ED 391 415 HE 028 851

Korn, Jessica S.
Tolerating the Intolerable: Examining College Students' Attitudes about Date Rape. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 71p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attitude Change; *College Environment; College Freshmen; College Students; Cultural Differences; Higher Education; Institutional Characteristics; Political Influences; Racial Differences; *Rape; Religious Differences; Sex Differences; *Student Attitudes; *Student Development
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program; *Date Rape

This study examined freshman college students' attitudes about date rape and how such attitudes changed over the course of their college experience. It is based on a subset of data from the 1990 annual national survey of freshmen and a follow-up study in 1994 collected by the Cooperative Institutional Research Program (CIRP) survey, namely 10,155 students attending 76 colleges and universities, as well as data from previous CIRP surveys. The study found that 87 percent of incoming students in 1989 reported being intolerant of date rape, while 90 percent of incoming students in 1994 reported being intolerant of date rape. It also found that while 75 percent of incoming students in 1990 reported being strongly intolerant of date rape, 84 percent of fourth-year students in 1994 reported being strongly intolerant of date rape. Female students were found to be more intolerant of date rape than male students, while Native-American freshmen were most strongly intolerant of date rape, followed in descending order by Puerto Ricans, Caucasians, Asian-Americans, Chicano/a, and African-American freshmen. Other racial, religious, political, and institutional influences on attitudes about date rape are also considered. (Contains 48 references.) (MDM)

ED 391 416 HE 028 852

Eyermann, Therese S.
Destiny Challenged: Cost and Choice Factors Related to Low Income Student Matriculation at a Private Institution. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Choice; *College Students; Educational Attainment; Grants; Higher Education; Influences; *Low Income Groups; Parent Student Relationship; *Paying for College; Peer Influence; *Private Colleges; Student Loan Programs
IDENTIFIERS- *ASHE Annual Meeting

This paper examines some of the factors that affect the college at large institutions (with enrollments over 1,000 students) and less than 30 percent at smaller institutions; decreases in levels of spending on instruction were observed over the 10-year period; and levels of academic support expenditure demand ratios remained stable. Among conclusions are that institutions are focusing their resource allocations less on instruction of students and more on academic support to students, not including instruction; on student services, including student recruitment and retention programs; and on financial assistance in the form of institutional aid to students. Tables detailing the study's findings and the survey questionnaire are attached. (Contains 110 references.) (DB)

ED 391 434 HE 028 870

Graham, Steve; Cockriel, Irv
Indexes To Assess Social and Personal Development and the Impact of College. ASHE Annual Meeting Paper.
PUB DATE- Sep 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; College Role; *College Students; Higher Education; Individual Development; Measures (Individuals); Moral Development; National Surveys; *Outcomes of Education; Personality Development; Social Development; *Student College Relationship; *Student Development
IDENTIFIERS- American College Testing Program; *ASHE Annual Meeting; *College Outcomes Survey

In response to the growing public interest in seeing that higher education institutions address the personal development needs of students, this study evaluated the personal and social growth of college students and introduced an index of personal and social growth of college students. The study used the new American College Testing Program's College Outcomes Survey (COS) with a national sample of 9,400 undergraduate students to evaluate the effects of college on the personal and social self-concept of students. Indexes of personal growth were developed for each of 36 items from Section 2, Part D of the COS, as an indicator of "college effect" which considers the interaction of student growth and the college role in that development. Application of these indexes indicated that colleges had substantial impact on 28 of the 36 items. A factor analysis was conducted that identified four general factors: intra-personal development, personal valuing and moral development, social leadership and development, and civic involvement and awareness. Examining the broad categories of college impact on student development showed that the highest index value was in the area of intra-personal development. Includes three tables. (Contains 30 references.) (JB)

ED 391 435 HE 028 873

Fries-Britt, Sharon
Voices of Gifted Black Students. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English

Assessment; *Nursing Education; Postsecondary Education; *Self Evaluation (Individuals); *Teaching Methods
IDENTIFIERS- *Reflective Thinking; United Kingdom

A study focused on how British students reflected on their experience of the nursing diploma of higher education (Dip. HE) programs and on how teachers perceived students' reflective activity and facilitated their associated learning needs. The main methods of collecting data about experiences and perceptions of learning contexts were interviewing and participant observation, supplemented by documentary evidence. Two case study centers were chosen--one on its first intake of Dip. HE students and another with 3 years' experience of Dip. HE. Findings indicated that the formal use of "reflection" was new to a number of established teachers and most students. Teachers emphasized the hope that reflection would increase understanding, develop self-awareness, enhance the ability to analyze, encourage deeper thinking, and promote independence. The settings teachers were using to facilitate reflection were chiefly group sessions, individual tutorials, clinical interactions, and learning journals. Teachers described and illustrated a sequence of four stages of reflection in helping students to link theory and practice: describing aspects of their practical experience, analyzing them, understanding how the situation could have been different, and seeing how they could behave in a future similar occurrence. Students talked about the value of support from their peer group. (Appendixes include a 17-item biblliography, and interview schedules. Contains 51 references.) (YLB)

ED 390 992 CE 070 384

Eraut, Michael; And Others
Learning To Use Scientific Knowledge in Education and Practice Settings: An Evaluation of the Contribution of the Biological Behavioural and Social Sciences to Pre-Registration Nursing and Midwifery Programmes. Researching Professional Education. Research Reports Series Number 3.
PUB DATE- 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavioral Sciences; *Biological Sciences; Educational Research; Foreign Countries; Nurses; Nursing; *Nursing Education; Obstetrics; Postsecondary Education; *Scientific Concepts; *Social Sciences; *Theory Practice Relationship
IDENTIFIERS- Nurse Midwives; United Kingdom

A research project evaluated the contribution of biological, behavioral, and social sciences to nursing and midwifery education programs in Britain. The study of scientific knowledge relevant to recently qualified nurses and midwives was confined to six topics: fluids, electrolytes, and renal systems; nutrition; acute pain; shock; stress; and self-esteem. The study first addressed the literature on the nature of professional knowledge. Four main strategies were used in interviews to elicit information about the use of scientific knowledge in practice: recent cases, orientation of new staff to a clinical area, learning required of a student, and concept mapping. To ascertain how scientific knowledge was used by experienced practitioners, researchers took advantage of the matrix format of the knowledge maps by combining the answers to two questions, one with a knowledge focus and one with a practice focus. Findings indicated that assumptions made in

PUB DATE- 2 Dec 95
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; Courseware; *Curriculum Development; Educational Technology; *Hypermedia; Models; Statewide Planning; *Systems Approach; *Technology Education
IDENTIFIERS- *Model Industrial Technology Systems Project; *Ohio

Ohio's Model Industrial Technology Systems (MITS) project was initiated in 1987 to achieve the following: identify good activities in the areas of physical, communication, and bio-related technology; standardize the activities' format; and provide a coding system for their eventual use in a hypermedia system. To date, 220 activities have been modified by MITS, which was initially based on the Hypercard system provided with Macintosh computers. Activities in the MITS can be organized by grade level/concentration and/or referenced to outcomes and goals. The MITS system breaks outcomes first into their respective performance indicators and enabling outcomes. The system produces index cards for all activities identified during searches. Once selected, activities can be called up in Microsoft Word or Works. Each activity includes basic information about its objectives, presentation, development, and content, as well as a student activity pack. The Hypercard's two main limitations--that it is not cross-platform and not in color--have been solved by using the Macromedia-developed program Authorware, which can run on Windows/DOS or Macintosh computers, and by using the program called Oracle Media Products, which appears to have all the characteristics of Hypercard with color. (Sample screens from the MITS are included.) (MN)

ED 391 011   CE 070 556

O'Neill, Patrick H., Jr.
Student/Teacher Satisfaction with Interactive Instructional Technologies.
PUB DATE- Dec 95
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; High Schools; High School Students; Hypermedia; Interactive Television; *Interactive Video; Secondary School Teachers; Simulation; *Student Attitudes; *Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Southeastern Regional Voc Tech High School MA

Southeastern Regional Vocational-Technical High School located in South Easton, Massachusetts, and which serves approximately 1,300 students from multicultural backgrounds and various socioeconomic communities, is currently using several types of interactive instructional technologies. The school's graphic communication program is a laboratory with state-of-the-art tooling, and its computerized office technology program uses IBM computers that are networked through the Novell system, allowing students to work dependently and independently in three settings: medical, legal, and general. Students in the

The Role and Function of the Vocational Education and Training in the New Economic Plan in Korea. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 32p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Economic Development; *Educational Change; *Educational Development; Educational Improvement; Foreign Countries; Job Training; Labor Force Development; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Korea

Korea must develop a new policy framework to sustain its economic development. Democratic principles, such as voluntary participation and creative initiatives by the private sector, should replace government guidance and control as the economy's engine of growth. Major goals of the new economy are as follows: promotion of industrial structural adjustment; establishment of rules for fair competition; promotion of technology development; development of the information industry; development of small and medium-sized firms; development of the agricultural and fishery sectors; reform of vocational education and labor relations; and efficient use of energy and resources. The vocational system training has been shaped and initiated mainly by the government as part of outward-looking economic development strategy. As the Korean economy has grown and undergone structural change, the demand for authorized vocational training has increased. Issues include entry workers without proper vocational qualifications, significant change in the gender of the work force, and few opportunities for vocational training for the handicapped. Future policies need to address the lack of skilled workers and human resource development that reflects individual needs. Strategies to reform the vocational training system include establishment of a technician training system, a career education system, modular instruction, a dual system in technical high school education, and school-industry cooperation. (YLB)

ED 391 029 CE 070 595

Hee, Tieng Fok
The Development of Technical and Vocational Education in Malaysia--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 23p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Economic Development; Educational Change; *Educational Development; Educational Improvement; Foreign Countries; Government School Relationship; Industry; Job Training; Labor Force Development; Postsecondary Education;

on different topics: (1) overview and recognition of learning disabilities; (2) language strategies; and (3) mathematics strategies. Each guide consists of a workshop agenda; workshop preparation instructions; step-by-step instructions for each workshop agenda item; handout, transparency, and flipchart masters; pre- and posttest masters; and workshop follow-up memoranda. A list of 33 agencies, organizations, materials sources, and materials is included. (KC)

ED 391 047 CE 070 622

Hovey, Roy
Employer and Employee Roles in Workplace-Based Career Development: The Challenge of Change in the Workplace. Workforce Brief #6.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 95
NOTE- 7p.; For related documents, see ED 378 406-407, ED 380 555-556, ED 382 794, ED 384 776-777, ED 386 592, and CE 070 623-625. Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Career Development; *Cooperative Planning; *Corporate Education; *Employer Employee Relationship; Information Needs; *Information Sources; Program Development

To meet the challenge of a workplace shaped by technological change and global competition, employers and employees must identify their mutual interests in dealing with change and work together to plan career development programs that will benefit employers (by improving productivity and competitiveness) and employees (by enhancing their value in the labor market and their employability prospects). Among the steps that employers must take are the following: recognize the partnership between employers and employees in the struggle to stay competitive; provide timely, useful labor market information; provide job information that supports career planning; provide guidance/counseling services; and provide support for employees pursuing their career development plans. Employees must take the following actions: understand the employer-employee partnership and take responsibility for their role in the partnership; stay informed; clarify their motivations and expectations; engage in career planning; and make career development a continuous process. Employers and employees wishing to begin a work-based career development program should do the following: work together; assess their current situation; and seek outside help from local community colleges, trade associations, government agencies, the National Skill Standards Board, and/or other nonprofit organizations. (MN)

ED 391 048 CE 070 623

Bergman, Terri
Approaches to Forming a Learning Consortium: A Guide for Service Providers. Business Assistance Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Dec 95
NOTE- 86p.; For related documents, see ED 378 406-407, ED 380 555-556, ED 382 794, ED 384 776-777, ED 386 592, and CE 070 622-625. Product of the National Workforce Assistance Collaborative.

Cycle. Chapters 3-10, which make up part two, describe in detail how to apply the approach step by step. Part three includes two chapters (11 and 12) designed to help leaders understand what they will need to do to get started with strategic planning and to make it work. Chapter 11 covers the many leadership roles and responsibilities necessary for the exercise of effective strategic leadership for public and nonprofit organizations. Chapter 12 assess the strategic planning experiences of the four organizations used as examples; the chapter also provides guidance on how to begin strategic planning. Five resource sections are provided: (1) a model external scanning process; (2) a review of literature on strategic issue identification; (3) process guidelines for using ovals to develop strategic issues maps and advice on how they can be converted into strategy maps; (4) a review of literature related to potential strategies for public and nonprofit organizations; and (5) concepts related to developing a vision of success. The bibliography contains 481 references. (KC)

ED 391 065   CE 070 655

Applied Academics Trainer's Guide.
SPONS. AGENCY- Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Adult Education; *Adult Learning; *Inservice Teacher Education; Instructional Materials; *Integrated Curriculum; Labor Force Development; Program Development; Teachers; *Teacher Workshops; Teaching Guides; *Trainers; Training; *Training Methods; Vocational Education
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

This guide begins with a rationale for teaching applied academics courses. The next section contains a summary of the following important factors in the Secretary's Commission on Achieving Necessary Skills (SCANS) effort: characteristics of high performance workplaces, lessons offered by high performance schools, guidelines for restructured assessments, outlines of the foundations and competencies determined to be necessary by SCANS, differences between the conventional and SCANS classrooms, SCANS perspective on writing, and a chart of assignments that integrate the SCANS competencies into the core curriculum areas. The next section defines the role of the trainer/facilitator. It lists what facilitators and presenters/trainers do, skills facilitators and presenter/trainers need, and small group facilitation strategies. A section on learning theories/styles covers principles of learning, factors influencing learning, and a self-assessment of one's individual instructional style. The section on concepts of adult learning addresses characteristics of the adult learner, adult learning principles, and teaching adults. The next section describes several teaching/training strategies and methods. A section on workshop/inservice planning provides a checklist for teacher training and information on agendas, breaks, course materials, equipment, evaluations, packets, registration, handouts, facilities, and

Court, Gill; Connor, Helen
The U.S. Labour Market for New Graduates. Report 267.
SPONS. AGENCY- Employment Dept., London (England).
PUB DATE- 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Employment Level; *Employment Opportunities; *Employment Patterns; Employment Projections; *Entry Workers; Foreign Countries; Higher Education; *Labor Market; Labor Supply; Literature Reviews; Nontraditional Students; Recruitment; School Business Relationship; *Supply and Demand; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- Impact Studies; United Kingdom; *United States

The U.S. labor market for new graduates of two- and four-year colleges was studied to determine the impact of the large increase in output of graduates that occurred in the 1950s and 1960s. The study was based primarily on published research evidence and available statistical material, supplemented by a small number of interviews with experts in the United States and United Kingdom. It was discovered that, although the economic returns of a college education and growth rate of starting salaries have declined since the early 1970s, the advantages of a college degree remain substantial in terms of relative earnings, higher labor force participation rates, lower unemployment rates, and better access to higher-level occupations. The following were among the study findings identified as being particularly relevant for the United Kingdom: (1) despite the increase in the number of new graduates in the United States, higher education remains greatly valued; (2) employers are attaching increased importance to work experience when recruiting graduates and are looking for a range of personal and core skills in applicants; and (3) the concept of continuing education, whereby education is viewed as a lifelong process, is becoming increasingly prevalent. (Contains 40 tables/figures and 174 references.) (MN)

ED 391 085 CE 070 700

Jackson, C.; And Others
Careers and Training in Dance and Drama. Report 268.
SPONS. AGENCY- Arts Council of Great Britain, London (England).
PUB DATE- 94
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dance; *Dance Education; *Drama; Educational Needs; Educational Opportunities; *Educational Supply; *Education Work Relationship; *Employment Patterns; Financial Support; Foreign Countries; Graduate Surveys; Labor Market; National Surveys; Outcomes of Education; Postsecondary Education; Questionnaires; School Attitudes; Secondary Education; Student Attitudes; Tables (Data); Teacher Attitudes; Trend Analysis; Vocational Education
IDENTIFIERS- *United Kingdom

A study examined the career paths and training of dance and drama students in the United Kingdom. First, a comprehensive picture of careers and training in dance and drama was generated through visits to 12 schools and interviews with selected school staff, 36 students, and other relevant professionals. Next, individuals who are economically active in the dance and private sectors is described. Private sector initiatives in business and industry and community-based organizations are discussed. The vocational instructional delivery system for LEP persons includes several approaches: bilingual education, "sheltered" content instruction, and multilingual/multicultural methods. To increase awareness of the issues involved, the paper discusses how people acquire a second language and what methods are most beneficial in aiding second language development. The monograph concludes by decrying the lack of reliable information about the LEP population and the bias against instruction in the native language. Recommendations for improving access to programs and services encompass a number of areas: enforcement of civil rights legislation, more support for bilingual/multilingual instruction, improvement in the research base, more training for service providers, and collaboration among organizations. The paper contains 60 references and a glossary. (SK)

ED 391 105 CE 070 808

Scruggs, Cathy A.
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); Educational Change; Educational Cooperation; *Education Work Relationship; High Schools; Integrated Curriculum; Postsecondary Education; *Technical Education; *Tech Prep; Vocational Education

In the 1990s, the changes brought about by technology, the global economy, and demographics have necessitated the reform of educational systems. One response, given impetus by federal legislation, is tech prep, an articulated secondary-postsecondary program that provides technical preparation in an occupational field, integrates academic and vocational education, and leads to placement in employment. This paper poses questions and offers answers from the literature regarding tech prep as an educational reform approach. The queries address major issues concerning tech prep strategies, processes, teams, and evaluation and planning. The answers offer a practical response, example, or consideration. The introduction presents the tech prep vision and why it is needed. The next section addresses strategies that are proving effective, their target audience, and how they should be implemented. The importance of tech prep processes, including the establishment of performance standards, professional teacher development, and collaboration with employers is discussed. Teamwork as an essential ingredient in tech prep success is highlighted, including the involvement of all stakeholders from business, industry, labor, education, and the community in planning, curriculum development, and evaluation. The role of evaluation and planning in consortia and at the state level is described. The last section considers the future of tech prep and why it should continue, providing a checklist of questions that can be used to assess existing programs and guide their future development. (SK)

ED 391 106 CG 025 886

DESCRIPTORS- Anger; *Conflict Resolution; *Crime Prevention; Delinquency Prevention; Elementary Education; Elementary School Students; Interpersonal Communication; Juvenile Gangs; Peace; *Peer Influence; *Peer Teaching; Problem Solving; Social Cognition; *Teaching Guides; Violence

Conflict and violence on the part of adolescents and pre-adolescents has been a growing problem. Young people will respond to an "anti-gang message" if that message is delivered from their peer group. This manual describes a peer approach to impact young people about productive ways to handle conflict. Older students are trained to operate puppets and present age appropriate pre-recorded lessons to K-3 students. Younger students respond well and listen to the older students. At the 4th through 6th grade level, peer led activities are provided to use within the classroom. Students take turn leading activities, becoming "part of the solution" rather than "part of the problem." This manual covers the program through the following chapters: (1) The program: An introduction; (2) The kit: What you have and how to use it; (3) The need: Elementary conflict, gang & violence prevention is a must; (4) The puppeteers: Selection, training and techniques; (5) The method: K-3 puppet scripts and activities and the 4-6 peer led activities; (6) The facts: Conflict, gang & violence information for you, your staff and your parents; and (7) The results: How to evaluate the program and your students. (JBJ)

ED 391 126 CG 026 773

Goldman, Allene

Finders, Keepers - Knowers, Teachers.

PUB DATE- Jun 95

NOTE- 12p.; Paper presented at the Parents as Teachers National Center Conference: "Joining Forces for Young Families" (St. Louis, MO, June 25-27, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Health; Child Rearing; Child Welfare; Coping; Elementary Secondary Education; Health Promotion; *Mental Health; Parents as Teachers; Parent School Relationship; *Personal Narratives; *Quality of Life; Self Efficacy; *Self Management; Teacher Welfare; *Well Being

This speech focuses on the ways in which many individuals try to teach others about emotional health and well-being without having accomplished the same for themselves. The speaker posits that some are better talkers than doers because to really find a sense of health and stability, one must forget about oneself; one must become "absent" of self rather than focused on self. Further, a sense of well-being and fulfillment will never be found with the intellect by dwelling on what this personal sense of self thinks it wants, needs, or deserves. There are eight characteristics or attitudes of an emotionally healthy adult: sees what needs to be done and does it; (2) lives life in silent integrity; (3) serves others; (4) is creative and a good problem solver; (5) accepts changes and disruptions; (6) is not influenced by peer pressure; (7) is kind, gracious, courteous, giving and compassionate; and (8) has a sense of humor. Teaching young children and working with their parents is the perfect employment for anyone seeking emotional health because many daily demands are made to forget oneself, so ideas, certainty, and goodness can flow. These demands are what force the practice of this absence of self so fulfillment can

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Intervention; *Educational Change; Literacy; Primary Education; Program Development; Program Implementation
IDENTIFIERS- Reading Management; *Reading Recovery Projects

A literacy intervention is designed to produce accelerated change, moving student achievement rapidly and providing for sustained performance over time. Adopting a complex intervention is a problem-solving process that requires understanding of the conceptual congruity of all aspects of the theory, intervention, and training underlying the intervention. Some of the elements within Reading Recovery address the complexity of implementation and the accompanying structures that support meaningful change. Structures include those that foster sustained teaching success, leadership structures for addressing complexity, and structures for leading consensus-building communication. The presence of a strong network of support for the broader concepts of an intervention helps to build assurances of quality during initial adoption that can then be maintained in subsequent implementations. One aspect of the Reading Recovery network that lends stability to the project as it expands is the constructive nature of the on-going professional development that promotes continual discourse regarding quality and consistency among a large number of continually expanding project sites. As a provider, Reading Recovery has structured central data and information centers to support expansion efforts. The role of interventions, embedded in host systems, that provide substantial change for the most needy individuals in the system is an essential role for the transformation of American education. (Contains 15 references.) (Author/RS)

ED 391 147 CS 012 333

Nagy, William E.; Anderson, Richard C.
Metalinguistic Awareness and Literacy Acquisition in Different Languages. Technical Report No. 618.
PUB DATE- Nov 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Cross Cultural Studies; Elementary Education; Higher Education; *Language Acquisition; Language Role; *Languages; *Literacy; *Metalinguistics; *Reading Processes; Reading Research; *Reading Writing Relationship
IDENTIFIERS- *Emergent Literacy; Phonemic Awareness

Defining metalinguistic awareness as the ability to reflect on and manipulate the structural features of language, this article examines the hypothesis that the metalinguistic demands of learning to read are shaped by the structure of a language and its associated writing system. The article examines the relationship between phonemic awareness and alphabetic literacy, for example in English, and the role of metalinguistic awareness and non-alphabetic literacy, for example, in Chinese. The ways that bilingualism increases certain aspects of metalinguistic awareness are also examined. The article concludes by noting an instructional implication of the metalinguistic hypothesis: that it is the youngest, least advantaged, least able children who will benefit most from instruction that helps them become aware of the structure of their writing system and its relationship to their spoken

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; *Educational Games; Elementary Education; Language Skills; *Problem Solving; *Puzzles; Skill Development; Thinking Skills
IDENTIFIERS- Words

Providing entertainment and recreation at home and in the classroom, this book presents over 125 verbal, visual, and logic puzzles which may also enhance problem-solving abilities and improve language skills. The games in the book are arranged in chapters: (1) Picture Puzzles; (2) Word Play; (3) Games and Trivia; (4) Mystery, Logic, and Numbers; (5) Big Bad Toughies, which presents difficult puzzles, and (6) All the Answers. (RS)

ED 391 167 CS 215 178

Tweedie, Sanford
Bakhtin, the King, and Kingston: Dialogizing "No Name Woman" and One-Name Man.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Awareness; *Discourse Analysis; Higher Education; *Literary Criticism; *Popular Culture; *Rhetorical Theory
IDENTIFIERS- Bakhtin (Mikhail); Kingston (Maxine Hong); Presley (Elvis)

It seems that this paper, as if it were some textual Elvis, by the author's own admission has eluded him. With the set of commas included in the title of the paper, it is not clear whether 2 or 3 people are being referred to. The paper's first version took Bakhtin as the reigning monarch of English studies and applied his complicated and complicating theories of dialogism to Maxine Hong Kingston's "No Name Woman." But then, on second thought, the paper considers that some of those attending the 4C's (Conference on College Composition and Communication) presentation in Tennessee might have come for the "Elvisness" of the panel, to be "all shook up." Noting that Elvis is an American icon, the paper also notes that Elvis is dead. The paper points out that just as Elvis' becoming so carnivalized and internally persuasive means that his audience can never recover his essence, the original reason for his mass popularity, so too is the reader unable to know "No Name Aunt," the adulterous figure in Kingston's book. Obviously, this paper takes a turn--it began as a deriding impersonation of the academic paper but has itself become carnivalized, turned topsy turvy, retreating into the object of its ridicule. The paper suggests that it is impossible to laugh at Kingston because carnival is concerned with the masses, the folk, not the individual. The paper concludes that Elvis, as a non-writer, was powerless to do anything but occupy a class of his own, while Kingston, as a writer, is able to rescue her aunt from the same fate. (TB)

ED 391 168 CS 215 185

Cummings, Mary-Ellen; Thompson, Isabelle
Gender and Empowerment in the Technical Writing Class.

argued that definition and articulation of ethics are, in fact, irrelevant in an "excellent" two-way symmetrical model. Because this model is inherently ethical, codified parameters are superfluous. Ethics may be critically important to police the inherently unethical asymmetrical models of public relations because such ethics establish boundaries beyond which the practice of these models should not transcend. While many of the values of the Middle East culture are non-Western--press freedoms are limited, for instance--nothing inherently precludes the practice of a "symmetrical" model of public relations. Further, nothing precludes the Middle East's public relations system from being ethical by "First World" standards. Middle East scholars suggest that public relations ethical standards in their region extend back some 1,200 years in Arab culture, to the time of Mohammed. (Includes 20 notes.) (TB)

ED 391 188   CS 509 120

Kluver, Randy
Contributions of Jacques Ellul's "Propaganda" to Teaching and Research in Rhetorical Theory.
PUB DATE- 18 Nov 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Cultural Context; Higher Education; *Mass Media Effects; Mass Media Role; *Persuasive Discourse; *Propaganda; Public Opinion; *Rhetorical Theory; *Technology
IDENTIFIERS- *Ellul (Jacques); Technological Demands

Jacques Ellul is widely known among sociologists and philosophers in the West for his analyses of the impact technology has on human society and humans themselves. Less well known is Ellul's deep interest in human life. Ellul's interest in these areas is evident in "Propaganda: The Formation of Men's Attitudes" (1965) and "The Humiliation of the Word" (1985). Of interest to students of rhetorical criticism, Ellul does divide propaganda into political and sociological types. Ellul is known for his searing attack on the technological mindset, "la technique," which he argues is a self-directing and self-augmenting entity. It is the technological mindset, he argues, that disrupts human reflectivity and the quality of human life. For Ellul, technology itself is merely an example of the problem rather than the problem itself. According to this theory, "la technique" has invaded the realm of politics and persuasion. Those responsible for public discussion of issues, such as the media systems and the government, now use the techniques of propaganda to override rational discourse and critical thinking. Ellul's contribution to rhetorical theory lies in his understanding that persuasion does not occur in a single isolated instance but in a whole social, cultural, and technological framework of society. Second, Ellul points out that persuasion is based on emotion and irrationality. In a society dominated by propaganda, rationality disappears. (Includes 46 notes.) (TB)

ED 391 189   CS 509 121

Radwan, Jon

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Cognitive Processes; Communication Skills; *Creative Development; *Creative Dramatics; Elementary Secondary Education; *Experiential Learning; Higher Education; Holistic Approach; *Sensory Experience; *Student Development
IDENTIFIERS- *Drama in Education

The use of creative drama in the classroom is a student-focused process where experiential learning can be fostered and developed within any given curriculum. It can help students to develop divergent thinking skills, inventive creativity, and cognitive thinking skills, and it can stimulate the development of oral and written communication skills. Used in a social context, creative drama can show the student the way to be empathetic to the needs of others and consequently the student will be better able to form a value judgment. Fostering intuition, creative drama helps the student to relegate inner strengths of "knowing" into concrete action. Creative drama is a holistic approach to academic learning. Non-threatening classroom exercises can provide a genuine feeling of surprise and fun in the classroom and help students to become aware of the utilization of their imagination. In one exercise, students read parts of Emerson's essay "Fate"; they dressed in black and, turning off all the lights, read the essay aloud with flashlights. Afterwards, students talked about how fate influences lives. It is important, if such activities are to be successful, that the instructor instill students with a sense of trust. Students must not be forced to participate--they should be asked. In an exercise promoting trust, a student is blindfolded and another student leads him around the room while a poem or passage of prose is read. (Contains 14 references.) (TB)

ED 391 207 CS 509 155

Christensen, Laura J.; And Others
Classroom Situations Which Lead to Student Participation.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Communication Research; Higher Education; Literature Reviews; *Student Participation; Student Surveys; *Teacher Behavior; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Communication Behavior; Gender Issues; Situational Variables; Teacher Immediacy

A literature review reports on three studies concerning the antecedents of student verbal participation in the classroom. In the first study, the following research questions were probed: (1) In what situations are students most willing to communicate in the classroom? (2) What is the relationship between willingness to communicate and a students' self-report of cumulative GPA? and (3) Are there differences in responses to individual willingness to communicate items across academic

Templeton, Rosalyn Anstine; Johnson, Celia E.
Making the School Environment Safe: Red Rose's Formula.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; Conflict Resolution; Disadvantaged Environment; *Educational Environment; Elementary Education; Quality of Working Life; School Safety; School Security; *Teacher Attitudes; *Teacher Expectations of Students; *Teacher Student Relationship; *Violence; Work Environment

This paper presents findings of a study that investigated the factors perceived by teachers as significant to the development of a safer school-work environment. The case study involved a 4-year project to decrease school violence in an urban, elementary, Chapter 1 school. Data were obtained from administration of the School Level Environment Questionnaire (SLEQ) to 39 prekindergarten through fourth-grade teachers and interviews with teachers, students, and administrators. Findings indicate that under heavy work demands, teachers adopted survival strategies of operating without reserves of time and energy, "processing" curriculum, and working in isolation. However, these strategies created problems with students. To counter a lack of resources, teachers often spent their own money on school supplies. Teachers' supply-distribution strategies affected their perceptions of students, which in turn influenced students' behavior. Strategies were implemented to alleviate teacher stress and isolation, improve the distribution of resources, and provide support for students. Two tables and one figure are included. (Contains 29 references.) (LMI)

ED 391 226 EA 027 247

Oswald, Lori Jo
Work Teams in Schools. ERIC Digest, Number 103.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Collegiality; *Cooperative Planning; Elementary Secondary Education; Interprofessional Relationship; Management Teams; *Organizational Development; *Participative Decision Making; Quality Circles; School Based Management; Team Training; *Teamwork; *Total Quality Management
IDENTIFIERS- ERIC Digests

Quality work teams that are based on W. Edwards Deming's business-management theories have proliferated at the school and district levels to handle problem solving and decision making. Teams are said to build stronger relationships among those involved in education and, ultimately, to benefit students because more people with broader perspectives help to shape a stronger educational program. This digest explains why schools organization, and autonomy. In recent times social scientists have incorporated these understandings from the new science into the social sciences. This paper presents some of the theories of one such social scientist, Niklas Luhmann. The first part applies Luhmann's theory to the field of school administration. The next two parts consider the usefulness of the theory of schools as self-referential systems, first as a framework for research, and second, as a basis for understanding the social reality in which administrators operate. (Contains 45 references.) (LMI)

ED 391 244 EA 027 310

Fossey, Richard
School Dropout Rates: Are We Sure They Are Going Down?
PUB DATE- Jan 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Dropout Rate; *Dropout Research; *Dropouts; Graduation; High School Graduates; High Schools; *Recordkeeping; School Holding Power; *Student Attrition; Withdrawal (Education)

The U.S. Department of Education and various education commentators maintain that dropout rates have been decreasing for African-Americans and the school population as a whole. This paper presents evidence that dropout rates may be going up rather than down and identifies reasons for the conflicting data. The reasons include varied definitions of "dropping out," inaccurate reporting, and nonstandardized reporting procedures. Districts do a poor job of tracking students because of embarrassment, unrealistic accountability standards, and the tendency to overlook marginal students. Improved data-collection techniques are important because they help to assess the effect of increased resources, to compare school districts' performance, and to identify crisis communities. In addition, African-American students are probably most harmed by inaccurate dropout information. A single, understandable, and reliable indicator of student attrition is needed. A good start, although based on state self-reporting, is National Center on Educational Statistics (NCES) dropout data, which could be supplemented by the Annie E. Casey Foundation's method for reporting graduation rates by states. The recommendation is made for annual district reports on the percentage of ninth-graders who graduate on time. (Contains 27 references.) (LMI)

ED 391 245 EA 027 311

Giangreco, Michael F.
Vermont Interdependent Services Team Approach: A Guide to Coordinating Educational Support Services.
PUB DATE- 96
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; *Cooperative Planning;

population under 15 years old, number of students, per capita income, rate of special education placement, types of special education programs, educational policy, and future plans for special education provisions. Another section summarizes recommendations from recent international conferences and seminars including the World Conference on Education for All (1990); seminars held under the auspices of the Asia Pacific Programme of Educational Innovation for Development; and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Regional Seminar on Policy, Planning and Organization of Education for Children and Young People with Special Needs (1993). Recommendations from the UNESCO seminar are listed. A concluding section notes the gap between educational policies committed to inclusion and actual practices in schools and classrooms. (Contains 23 references.) (DB)

ED 391 262 EC 304 176

Mitchell, David R.; Ryba, Ken
Students with Education Support Needs: A New Approach to Resourcing.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Educational Policy; Elementary Secondary Education; *Eligibility; Foreign Countries; Models; *Resource Allocation; Special Needs Students; Standards; Student Needs; *Student Placement
IDENTIFIERS- *New Zealand

This report examines results of a review commissioned by the New Zealand Ministry of Education of criteria for determining special education placements. It proposes a model which focuses on eligibility standards for five levels of educational support for New Zealand students with special educational needs arising from their special physical, sensory, learning, or behavioral characteristics. The term "students with education support needs" is defined and quality of life is asserted to be the appropriate goal in allocating resources. Types of educational support are listed along with factors to be considered in determining education supports. The development of Individualized Education Plans (IEPs) and Needs Ascertainment Agreements (NAAs) is addressed, including principles to follow and important differences between NAAs and IEPs. Distinctions among the five broad levels of education support needs are explained. These range from Level 1 needs, which the classroom teacher should normally be able to accommodate, to Level 5 needs, which require extensive modification to regular curriculum content, teaching methods, and placement. A matrix displays the five levels in 10 behavioral domains. Examples of students with Level 5 needs arising from learning difficulties, physical disabilities, or behavior difficulties are given. (DB)

ED 391 263 EC 304 460

Vernersson, Inga-Lill
Speciallararens Kunskaper Och Kompetens: Intervjuer med tio speciallarare (The Special Teacher's Knowledge and Competence: Interviews with Ten Special Teachers).

infants and their families; and (4) trained medical/educational professionals to become trainers of a neurobehavioral assessment. Individual sections of this report describe the project's goal and objectives, outreach training communities, implementation of objectives, evaluation of training programs, and products. Eight appendices provide additional information and materials such as training materials for team building, naturalistic observation of newborn behavior, infant behavioral assessment, and examples of action plans. (Contains 73 references.) (DB)

ED 391 281 EC 304 530

Dorsey, Christine
Illinois State Project: Services for Children with Deaf-Blindness Program. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Consultation Programs; *Deaf Blind; Disability Identification; Education Work Relationship; Elementary Secondary Education; Inclusive Schools; Infants; *Inservice Education; Needs Assessment; Parent Education; Preschool Education; *State Programs; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Illinois

This final report describes activities and accomplishments of the Illinois state project on services for children with deaf-blindness, a 3-year federally supported project to address the needs of children (ages birth to 21) who are deaf-blind. Project activities included inservice training and technical assistance, development of a comprehensive resource library, the maintenance of a statewide census of students with deaf-blindness, and assistance in assuring appropriate educational services to these children. Project staff were involved in Child Find activities, individual program development, family consultation, program consultation, and inservice trainings. An overall intent of the project was to integrate infants and toddlers with deaf-blindness into the existing early intervention service delivery system. Approximately 340 diagnostic assessments for children with dual sensory impairments were conducted. Other accomplishments included the expansion of a Toy Lending Library for families and sponsoring of an annual Family Training Weekend. An Interagency Agreement Committee met regularly to assist school graduates in the transition to adult service programs. Annual needs assessments were also conducted. Individual sections of the report describe the project's goals and objectives, conceptual framework, activities and accomplishments, project changes, evaluation findings, and impact. (DB)

ED 391 282 EC 304 531

Wolf-Schein, Enid G.
Structured Methods in Language Education: SMILE.
PUB DATE- Jul 95
NOTE- 13p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).

This report describes activities and accomplishments of the Oregon Project for Services to Children and Youth with Deaf-Blindness, a 3-year federally supported project to ensure effective educational services for this population and provide support for families and service providers. The project focused on: (1) identifying additional children with deaf-blindness and providing support, counseling, and training to families of all children who are deaf-blind; (2) providing technical assistance and training for the service providers involved in the education of these children; (3) coordinating the activities of regional consulting teachers who provide consultation and inservice training to families and teachers; (4) coordinating and collaborating with other agencies; and (5) maintaining the state count of children and youth who are deaf-blind. The project served an average of 90 to 110 families and 300 professionals per project year. Individual sections of the report describe the project's purpose, goals, objectives, accomplishments, problems and resolutions, and products developed. Appendices include samples of products developed (project brochures in both English and Spanish versions, and a pamphlet about Usher Syndrome), advisory committee meeting agendas, training agendas, and publicity materials. (DB)

ED 391 299 EC 304 548

Baldwin, Richard; And Others
Systems Change for Inclusive Education in Michigan. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Change Strategies; *Disabilities; Elementary Secondary Education; Equal Education; *Inclusive Schools; Information Dissemination; Inservice Education; Inservice Teacher Education; Leadership Training; Mainstreaming; Parent Education; Regular and Special Education Relationship; Social Integration; *Statewide Planning; Student Placement; Systems Approach; *Technical Assistance
IDENTIFIERS- *Michigan

This final report describes the Michigan Inclusive Education Initiative, a 5-year federally supported project designed to provide statewide training and technical assistance to schools, policy analysis and development, leadership development, and related activities to facilitate integration of students with disabilities into regular education classes. During the project, 3,722 students with disabilities, ages 3-26, were moved into regular education full-time with support at 20 implementation sites. All these students had not previously had access to regular education classrooms or curriculum. There was a 70 percent decrease in segregated program placements for students with severe disabilities statewide and a 90 percent decrease in segregated class placement for all students with disabilities, statewide. Approximately 15,000 professionals, paraprofessionals, parents, and students participated in the 175 training activities offered. Other accomplishments included development and dissemination of the "Facilitator's Guide to Inclusive Education," publication of articles on inclusive education, addition of inclusive education curricula in 12 university training programs, district level finance reform to support inclusive education, and establishment of a mechanism and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 6 is on service improvement planning in implementing inclusive schools. The trainee workbook is in the form of 12 transparency masters and 7 activities which provide information and practice on service improvement planning objectives, managing complex change, developing a mission statement, building a school profile, conducting a needs assessment analysis, developing an action plan for becoming an inclusive school, and outlining an inservice training plan. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, covering the topics of restructuring to accommodate change and meeting needs through inservice training. A pre/posttest is also included. (DB)

ED 391 317 EC 304 566

Building Inclusive Schools. Videotapes.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- Developed by the Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities. For related trainee workbooks, see EC 304 560-565.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Problem Solving; Regular and Special Education Relationship; Special Needs Students; *Teamwork
IDENTIFIERS- *Teacher Collaboration

This set of four short videocassettes promotes the use of promising practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools. The first video, titled "Seven Steps to Problem Solving," presents a problem-solving process that empowers teams to work together to meet diverse students' needs. The process involves defining the problem, rewriting the problem as a question, exploring alternatives through brainstorming, determining a strategy through analysis of critical conditions of appropriate strategies, clarifying the strategy, implementing the strategy, and evaluating outcomes. The second video, "Team Environmental Assessment Mapping System," offers an overview of a system to determine the interdependent learning needs of each student by viewing the student in relation to his or her surroundings. Use of the system results in a one-page snapshot of the student's environmental interactions, which is used as a visual reference to analyze instructional needs. The third video, titled "Inclusion Dreams," is a motivational introduction to the concept of inclusion. It features a 1950's-style musical performance of song and dance by faculty and staff of Quail Run Elementary School in Lawrence, Kansas. The final video, titled "Video Vignettes," offers interviews with administrators and educators at Quail Run. The educators describe their experiences and feelings about changes in their roles, changes in their students, and collaborative efforts to become a fully inclusive school. (JDD)

ED 391 336 EC 304 585

McGahee-Kovac, Marcy
A Student's Guide to the IEP.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 13p.; For the technical assistance guide, see EC 304 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Disabilities; *Individualized Education Programs; Meetings; Personal Autonomy; Secondary Education; Student Educational Objectives; *Student Participation

This guide and accompanying audiotape are intended to be used as part of a series of lessons to involve students in participating in the development of their own Individualized Education Programs (IEPs). The guide begins with answers to nine basic questions which address the IEP's purpose, the IEP meeting, and reasons for student participation. Next, suggestions for preparing for the IEP meeting are offered. These include reading their existing IEP; following an 11-step procedure to help identify individual strengths, needs, goals, and objectives; inviting the appropriate people; and practicing what to say. Suggestions are also offered for actual participation in the meeting and for following up after the meeting. A list of note-taking, test-taking, and additional accommodations during the IEP meeting is provided. The audiocasette presents students with disabilities, including learning disability, emotional disturbance, and traumatic brain injury, explaining their role in IEP development and how it enhanced their self-esteem and improved their relationships with teachers. (DB)

ED 391 337 EC 304 586

Hayden, Mary F., Ed.; And Others
Institution Closures.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Civil Rights; *Community Programs; *Deinstitutionalization (of Disabled); *Institutionalized Persons; *Mental Retardation; Program Termination; Quality of Life; Residential Programs; Social Integration; *Trend Analysis

This newsletter theme issue focuses on the need to accelerate the closing of institutions for people with mental retardation. Articles are by both current and former residents of institutions and by professionals, and include: "The Realities of Institutions" (Tia Nelis); "I Cry Out So That I Won't Go Insane" (Mary F. Hayden); "Trends in Institution Closure" (K. Charlie Lakin and Robert Prouty); "Deinstitutionalization Litigation: Experiences and Outcomes" (Judith A. Gran); "Thoughts and Impressions on Institutional Closure" (Steve Taylor); "Inside and Out: Former Residents Reflect on Their Lives" (Russell Daniels and Mark Samis); "Operation Close the Doors: Working for Freedom" (Tia Nelis and Nancy Ward); "On the

ED 391 355 FL 023 384

Carranza, Isolda
Variation in Conversational Discourse: Spanish "Pragmatic Expressions."
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Georgetown University Round Table on Languages and Linguistics (March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Idioms; Language Research; Language Variation; *Oral Language; *Pragmatics; Regional Dialects; *Social Differences; *Spanish
IDENTIFIERS- Argentina

This study reports on preliminary findings of two research projects conducted during the 1988-89 and 1990-91 in Cordoba, Argentina, that examined fixed, idiomatic, Spanish-language expressions that are very common, but often ignored, in oral Spanish discourse. Study 1 subjects were 13 university-educated, adults, born in the city; study 2 subjects were from 3 different social sectors: a housing project, an old large lower middle-class neighborhood, and a golf country club. Twenty-five expressions were identified as pragmatic expressions and analyzed according to their ideational content, sequence structure, and speech acts and orientation towards the Gricean Conversational Maxims. Findings on "Bueno" and "Mira" are detailed. Contrary to expectations, results suggest that the highest usage is in the upper class social group. The research is ongoing with a comparison of the choice, use, and frequency with which these expressions are used in daily life. (Contains seven references.) (NAV)

ED 391 356 FL 023 463

Kemis, Mari; Lively, Mandi
National K-12 Foreign Language Resource Center Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Study Centers; Educational Technology; *Education Service Centers; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Language Teachers; Program Effectiveness; Program Evaluation; Second Language Instruction; *Second Languages; *Student Evaluation
IDENTIFIERS- Center for Applied Linguistics DC; *National K 12 Foreign Language Resource Center

This report evaluates the activities from February 1, 1994 to May 31, 1995 of the National K-12 Foreign Language Resource Center at Iowa State University. The center's purpose is to support training of elementary and secondary school foreign language teachers. Initiatives of the center focus on professional development in three areas: use of effective teaching strategies; development and interpretation of foreign language assessment; and use of new technologies. The evaluation is based on stated objectives in each of these areas. Specific activities included 4 summer institutes with 86 foreign language educators from around the United States, a project involving 20 teachers and researchers in a collaborative effort

IDENTIFIERS- Content Area Teaching

This curriculum offers lesson plans for 5 hours of Acquired Immune Deficiency Syndrome (AIDS) education instruction for high school and young adult students of English-as-a-Second Language (ESL). It helps students develop English language skills while it helps them understand the AIDS risk factors. The curriculum is designed to help cope with the social pressures that might lead to behaviors that could put them at risk for HIV infection. Each lesson incorporates specific AIDS education and ESL objectives and develops the critical thinking, reading, writing, listening, and speaking skills at the core of every sound ESL program. Copy-ready background materials, exercises, and activities are provided for each lesson. Appendixes include supplementary exercises and handouts, a copy of the Teachers of English to Speakers of Other Languages (TESOL) resolution on AIDs, and an international AIDS resource list with addresses and telephone numbers. (Author/NAV)

ED 391 377   FL 023 534

Developing Second Language in the Elementary Grades.
PUB DATE- Aug 95
NOTE- 84p.; For related document concerning secondary grades, see FL 023 535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Curriculum Design; Educational Objectives; Educational Strategies; Elementary Education; Elementary School Curriculum; Evaluation Criteria; *FLES; Immersion Programs; Introductory Courses; *Language Proficiency; *Language Tests; Professional Associations; Program Design; *Program Development; *Second Language Programs; Speech Skills; Teaching Methods
IDENTIFIERS- *Content Area Teaching; Foreign Language Experience Programs; Oregon

The manual provides information to assist elementary school level program and curriculum designers in the creation and administration of second language programs. It is not a how-to manual, but includes descriptive data about program types in existence and criteria for evaluating language proficiency. It contains: a list of terms used and their definitions; a chart detailing enrollments in 14 languages at each grade (kindergarten through sixth) and the percentage of total students they represent; a list of early foreign language program goals; descriptions of the characteristics of program models (total immersion, two-way immersion, partial immersion, content-based language instruction, Foreign Language in Elementary Schools/FLES, and Foreign Language Exploratory Programs/FLEX); American Council on the Teaching of Foreign Languages (ACTFL) guidelines for assessing second language proficiency at four levels; and a second language scoring guide for communication of messages, interviews, narration, and skit performance. Appended materials include a list of commonly-asked questions about elementary school language instruction, lists of characteristics and principles of effective second language teaching, legislative materials, lists of references and additional information sources, professional contacts, and lists of Oregon elementary school foreign language program comprehensiveness of its framework; collaborative planning mechanisms; its worker-centered curriculum and instructional techniques; formative program evaluation; and the extent to which it broadens the concept of workplace education. In all of these areas, the program was found to be effective and promising as a model for other, similar programs. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 397 FL 801 098

Boyter-Escalona, Margaret
Enhancing Workers' Skills for the Workplace and for Life. Worker Education Program Final Report, May 1993--March 1995.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 10 Aug 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Cooperative Programs; Curriculum Development; *Inplant Programs; Instructional Materials; *Literacy Education; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; Public Relations; Resource Centers; School Business Relationship; Staff Development; Student Characteristics; Student Recruitment; Teacher Evaluation; Teacher Selection; Teaching Methods; Unions; *Vocational Education
IDENTIFIERS- Amalgamated Clothing and Textile Workers Union; Northeastern Illinois University

The report describes the design and outcomes of a workplace education program undertaken cooperatively by Northeastern Illinois University, the Amalgamated Clothing and Textile Workers' Union, and a number of local businesses to provide adult basic education, English-as-a-Second-Language, and job skills instruction in the workplace. The report covers the period of May 1993 through March 1995. The first section offers an overview of the program and report. The second gives highlights of program outcomes for the participants, companies, union, and university. Section 3 details four specific program objectives and their accomplishment. A fourth section contains data on program participants, and a fifth describes program activities and features: classes; recruitment; a profile of participants; partner companies; program staff; instructional methodology; teacher selection; staff development efforts; teacher evaluation; instructional materials; and a resource center. In the sixth section, the aspects of the program's implementation model and dissemination activities are outlined, including planning meetings, task analysis, curriculum development, participant recognition, dissemination of promising practices, conference presentations, and media coverage. External and formative program evaluation activities are described in the sixth section. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 398 FL 801 099

Martin, Sabrina Budasi
Phoenix Closures, Inc. Curriculum Guide, Reading and Writing. Worker Education Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 26p.
LANGUAGE- English

choice of students from low-income families, specifically as it relates to college costs, and presents the results of a qualitative study on the factors that motivated the college attendance and choice of eight students from low-income families enrolled at a small, moderately selective Christian liberal arts college. In-depth interviews with the eight students revealed that there was a predisposition to attend college through either being told from an early age that they would go or experiencing a critical incident which crystallized the importance of college attendance. Students tended to choose the institution they attended due to its small size and friendly, home-like atmosphere. The majority of the students interviewed did not rely on their parents for any significant financial support, and were worried about the costs involved in attending a private college where tuition approached $13,000 per year. All of the students relied on grants, loans, and/or part-time employment to cover their educational expenses. Other factors affecting college choice, such as peer and parent influence and prior knowledge of the college, were also explored. (Contains 25 references.) (MDM)

ED 391 417 HE 028 853

Kim, H. Heather; Valadez, James R.
Reexamination of the Model Minority Stereotype: An Analysis of Factors Affecting Higher Education Aspirations of Asian American Students. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 55p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; *Asian Americans; College Bound Students; Cultural Influences; Employment Level; *Ethnic Stereotypes; Higher Education; High Schools; *High School Students; Institutional Characteristics; Parent Student Relationship; Racial Differences; Self Concept; Socioeconomic Influences; Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting; *Asian American Students; Model Minority Thesis; National Education Longitudinal Study 1988

This study explored the model minority stereotype by examining the differences between Asian American students and other racial groups in terms of higher education aspirations, academic achievement, and socioeconomic characteristics. It is based on subset of data from the 1988 National Education Longitudinal Study, namely 973 Asian American, 939 African American, 934 Latino, and 974 white 10th graders. The study compared student socioeconomic influences and numerous variables affecting academic aspiration and achievement. It concluded that unlike the generally-held perception, the achievement of Asian American students as a group is not shared by all Asian American students. Although Asian Americans as a group excelled over white, African American, and Latino students, higher educational level does not appear to lead to higher occupational status for Asian Americans, as it does for white Americans. The study also found that South Asians tended to have the highest academic achievement of all Asian American groups, followed by Chinese, Southeast Asians, Koreans, Filipinos, and Japanese. Parental expectations, self-concept, and vision appeared to be the most important factors affecting

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academically Gifted; *Academic Persistence; *Black Students; College Students; High Achievement; Higher Education; Interviews; Minority Groups; Scholarships; Social Integration; *Student Adjustment; Student Attitudes; Student Personnel Services; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; TintoTheory; *University of Maryland Baltimore County

This study examined the academic and social integration of black students, all of whom were recipients of scholarships in a science and math scholarship program for black students at the University of Maryland (Baltimore County). The Meyerhoff program provides a range of support in addition to the scholarship support including study groups and personal and academic advising. This study compared 15 Meyerhoff scholars and 15 non-Meyerhoff white students with similar academic credentials. Qualitative data were collected from interviews (sophomore and senior years) with the Meyerhoff students and were organized around the six principles in Tinto's theory of student persistence. Results pointed to a theme of black achiever isolation. Academically talented black students entered college with few, if any, academic relationships with other achieving black students. Meeting and studying with other talented black students was highly valued by the Meyerhoff participants. The study's conclusions also underscored the importance of strong relationships between faculty and students even when those faculty are predominantly white. The study's overall conclusion is that being in a "race-specific" program at a predominantly white institution contributed to the success of the students. The senior year interview form is appended. (Contains 47 references.) (DB)

ED 391 436 HE 028 874

Clague, Monique Weston
The Missed Link: Fordice and Podberesky, Faculty "Remnants" of Jim Crow and Minority Fellowship Support Programs. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 78p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995). Cover title varies. This manuscript represents work-in-progress on an evolving story.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Affirmative Action; *College Faculty; *Court Litigation; Doctoral Degrees; Fellowships; Graduate Study; Higher Education; Minority Groups; *Minority Group Teachers; Racial Composition; Racial Integration; Scholarships; School Desegregation; *Student Financial Aid
IDENTIFIERS- *ASHE Annual Meeting; *Diversity (Faculty); Minority Scholarships; Podberesky v Kirwan; United States v Fordice

This paper examines the link between the limited numbers of minority faculty in higher education and the availability of minority targeted scholarship programs. Two court cases are focused on: (1) U.S. & Ayers v. Fordice, a Mississippi higher education desegregation case, decided and remanded by the U.S. Supreme Court in 1992; and (2) Podberesky v. Kirwan, a Maryland nursing education programs about learning and learning support in service settings tended to be overoptimistic. Analysis of case studies suggested that the psychological imperative for students to become accepted into service settings could not be ignored. A large number of practical mediation strategies had been developed in education settings on a piecemeal basis by individual lecturers, but there was too little mediation and individual sessions were attempting to achieve more than was feasible. (Appendixes include a summary of research methods. Contains 36 references.) (YLB)

ED 390 993 CE 070 385

Redshaw, M. E.; Harris, A.
Breaking New Ground: An Exploratory Study of the Role and Education of the Advanced Neonatal Nurse Practitioner. Researching Professional Education. Research Reports Series Number 4.
PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change; Foreign Countries; Infant Care; Job Skills; *Medical Services; *Neonates; *Nurse Practitioners; *Nursing Education; Occupational Information; Pediatrics; Postsecondary Education; *Professional Development
IDENTIFIERS- United Kingdom

A British research study documented and defined the level of functioning of advanced neonatal nurse practitioners (ANNPs) in comparison with qualified nurses and junior pediatric medical staff working in the same neonatal units. Subjects were ANNPs, ANNP students, and clinician mentors in 10 units. Data were collected through interviews, questionnaire, diary or checklist, and observation. The role of ANNPs included the following tasks: deciding on patient admission, examining newborns, carrying out discharge examinations on the babies, providing emergency care, carrying out investigations, prescribing in accordance with guidelines, and teaching junior doctors and nurses. ANNPs saw their expanding role as appropriate professional development. Changes their expanded role brought included greater support for junior medical staff, better patient care, and improved communication. Students expressed a need for support, were satisfied with the theoretical input received, felt some areas were covered insufficiently, and enjoyed the learning experience. Clinicians raised the issue of funding and felt that classroom-based teaching had prepared the ANNP students very well. The majority of junior medical staff thought that all nurses should be taking on more as part of their job, but some felt threatened by the introduction of ANNPs. Conclusions were that misunderstandings about the role, problems of dual roles, and absence of sufficient funded ANNP posts made the transition to the role of ANNP difficult. (Appendixes contain 62 references and instruments.) (YLB)

ED 390 994 CE 070 386

Bedford, Helen; And Others
Assessing Competencies in Nursing and Midwifery Education. Final Report.
PUB DATE- Jul 93
NOTE- 189p.; A joint project between the School of Education of

school's health services programs use CD-ROM to learn medical technology; robot dolls with interchangeable HyperCards allow for simulations of illness and irritability. The school's science laboratories use laser discs and a video lab system that provides instructors with Flexcam cameras and microscope adapters for interactive television laboratory applications. Teachers at Southeastern have access to several graphics workstations that help them prepare/present stimulating arrays of interactive lessons. The students and teachers who use the new interactive instructional technologies are excited by its prospects and are learning the immediacy of interactive technology. The teachers have become facilitators, and the students have become fine-tuned apprentices ready to accept the challenges posed by a rapidly changing society. (MN)

ED 391 012 CE 070 560

Hendon, Sarah, Ed.; And Others
Success Skills Curriculum for Teen Single Parents. Bulletin No. 96142.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 95
NOTE- 534p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Rearing; Classroom Techniques; Communication Skills; *Competency Based Education; Cultural Differences; *Daily Living Skills; Decision Making; *Early Parenthood; Education Work Relationship; Family Work Relationship; Individual Development; Interpersonal Competence; Learning Activities; Learning Modules; Legal Responsibility; Lesson Plans; Mentors; Money Management; *One Parent Family; *Prevocational Education; Responsibility; Role Models; Secondary Education; Self Actualization; Self Esteem; Self Motivation; Skill Development; Social Networks; State Curriculum Guides; Stress Management; Success; Time Management; Well Being; Work Environment
IDENTIFIERS- *Wisconsin

This guide contains the materials required to teach a 36-hour program of competency-based instruction designed to meet the needs of teen single parents who require additional skill building before entering the job market or a job training program. The course is divided into 4 learning modules that cover 18 competencies as follows: taking responsibility for oneself (assessing self-esteem and self-talk, making transitions, maintaining wellness, understanding one's legal rights); communicating effectively (developing effective verbal communication and listening, maintaining effective behavior); balancing family, school, and self (managing stress, time, and finances; developing a personal support system; and nurturing children); and skills to enhance effectiveness (developing self-motivation, making appropriate and realistic decisions, accessing role models and mentors, attaining/enhancing basic academic skills, and understanding differences in the work force). Each module contains some or all of the following components: list of materials provided for each competency; overview of the content addressed in each section; list of additional resources; background information about each topic, including outlines for instructors, student handouts, and transparency masters; and learning activities. Also included are strategies for conducting class discussions and learning

*School Business Relationship; Secondary Education; Shared Resources and Services; *Vocational Education
IDENTIFIERS- *Malaysia

The economic profile of Malaysia has changed from an economy mainly based on agriculture and the production of tin ore to a more balanced economy with continuing growth in the manufacturing and industrial sectors. Educational programs need to be upgraded and improved, particularly the direction and development of technical and vocational education (TVE). The TVE system has responded accordingly. The tremendous growth in TVE facilities is in accordance with the increasing demand in the manufacturing and industrial sectors. The uplifting of the image of VTE is due to the corresponding increasing importance of employment in the industrial sectors, government's efforts at promoting VTE, and the changing nature of VTE programs. The government has been actively involved in the continued development of VTE programs. A cabinet committee assessed needs of VTE and recommended broad policy reforms to strengthen the current educational and training delivery system and improve the effectiveness and efficiency of skills training. The Ministry of Education has initiated programs promoting close linkages between VTE institutions and industries. Such linkages have been strengthened with the introduction of the "Time Sector Privatization Policy" plan that allows industries and the public to use training facilities for a fee during free times. (Three such TSP programs are included as case studies.) (YLB)

ED 391 030 CE 070 596

Gillani, S. Zaheer Ahmad
The Development of Technical and Vocational Education in Pakistan--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 66p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; *Educational History; *Educational Improvement; Educational Policy; *Educational Trends; Foreign Countries; Postsecondary Education; Secondary Education; *Technical Education; Technology Education; *Vocational Education
IDENTIFIERS- *Pakistan

This report provides a general overview of technical and vocational education in Pakistan, with information on the country's economy, climate, population, and culture. It summarizes the history and present practices of these types of education in the country and suggests measures to improve the quality of teachers and instructors. Sixteen appendixes present tables of information on vocational education programs in the country. Some of the information provided in this overview includes the following: (1) at the time of Pakistan's independence in 1947, there were only two engineering colleges, a few vocational institutions, and no polytechnics; (2) at present, 45 polytechnics, 11 colleges of technology, and more than 400 vocational institutions have been established, with plans to double that number by the year 2002; and (3) much emphasis is being put on improving the quality of teachers and

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Checklists; *Consortia; *Cooperative Planning; *Corporate Education; Delivery Systems; Guidelines; Needs Assessment; Organizations (Groups); *Partnerships in Education; Program Development; Program Evaluation; Resource Materials; *School Business Relationship; *Shared Resources and Services
IDENTIFIERS- National Workforce Assistance Collaborative

This guide is intended for education and training suppliers, manufacturing extension programs/centers, economic development institutions, and other service providers involved in helping companies become more productive. It explains how to organize and support learning consortia consisting of companies that have come together to develop new capabilities, build their employees' skills, and increase their enterprises' productive capacities. The guide is divided into nine sections each of which deals with one of the following issues in forming a learning consortium: creating a concept; building membership; creating an organization; establishing a mission and goals; assessing needs; developing a program; delivering the program; evaluating the consortium; and building sustainability. Appendixes constituting approximately 50% of the guide include the following: summary of approaches to addressing the nine issues in forming a learning consortium; sample contact information, mission statements, and assessment tools used by consortia; lists of high performance work practices, skills required for effective participation within a learning consortium, and the best practice guidelines of the National Workforce Assistance Collaborative (NWAC) best practice guidelines; lists of 3 resource organizations and 34 print resources pertaining to learning consortia; and lists of NWAC board and advisory group members and products/services. (MN)

ED 391 049 CE 070 624

Bergman, Terri
Employee Training Interview Guide. Judging the Quality and Effectiveness of Training Providers. Workforce Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Feb 96
NOTE- 32p.; For related documents, see ED 378 406-407, ED 380 555-556, ED 382 794, ED 384 776-777, ED 386 592, and CE 070 622-625. Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Check Lists; Education Work Relationship; *Employment Interviews; *Evaluation Criteria; Guidelines; *Industrial Training; *Personnel Selection; *Teacher Selection; *Trainers

This guide, which is intended for businesspersons and/or labor representatives, contains guidelines and questions for determining whether prospective training providers have the skills to develop/deliver successful employee training programs tailored to a particular firm's needs. The guide is divided into eight sections. Section 1 explains the guide's purpose, instruction. Other sections contain sample training agendas, sample lesson plans, "master" sheets for training workshops, and reference and suggested readings. (YLB)

ED 391 066 CE 070 669

Youshock, Joseph; And Others
Vocational Portfolio for Learning Support Students. Level I.
PUB DATE- 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Grade 7; Grade 8; Junior High Schools; *Learning Disabilities; *Portfolio Assessment; *Portfolios (Background Materials); Profiles; *Special Education; *Student Evaluation; Student Records

This portfolio establishes the work and the skill levels of learning support students as well as being a vehicle for driving curriculum and establishing achievable work outcomes for these students. The portfolio was developed to give students, parents, and educators the opportunity to work together collaboratively to identify needed appropriate work skills, and to enable the student to display a collection of works that represents the achievement of those skills. The portfolio, the first in a series of three that cover the secondary grade levels, is for grades seven and eight and is geared to culminate in documented employment skills. The portfolio represents sequential growth and development in the areas of career development, vocational development, community work experience, and work habits. The portfolio is divided into the following sections: vocational curriculum-based assessment inventory, mathematics achievement, reading achievement, physical aptitudes, community exposure, work habits, career attitudes and experiences, and career exploration. Each section provides for assessment and achievement. Transition portfolio forms provide space for identified yearly outcomes and goals. (KC)

ED 391 067 CE 070 670

Brewer, Patricia
Learner Outcomes as Articulated in Adult Education Literature: An Annotated Bibliography.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Andragogy; Citations (References); *Educational Research; *Lifelong Learning; *Outcomes of Education; Program Effectiveness; Program Evaluation; Research Reports; Student Evaluation

This annotated bibliography contains 14 citations of books, papers, and videotapes that pertain to learner outcomes in adult education. The following are cited: "Understanding and Facilitating Adult Learning" (S. Brookfield); "Self-Direction for Lifelong Learning" (P. Candy); "Helping Adults Learn Workshop" (A. Chickering); "Adults as Learners" (K. Cross); "Learning and Reality: Reflections on Trends in Adult Learning" (R. Fellenz, G. Conti); "Critical Thinking and Self-Directed Learning in Adult Education: An Analysis of Responsibility and Control Issues" (D. R. Garrison); "Patterns of Learning" (C.

drama labor markets were surveyed by mail. Of the 1,978 individuals surveyed, 934 (47.2%) responded. Although 78% of the dance respondents and 71% of the drama respondents were satisfied with the overall quality of the training they received, fewer than half were satisfied with their preparation for work in their profession. More than half reported needing additional training. Money, time, and lack of good courses were cited as the main barriers to further training. Evidence was strong that the present system of funding training based on discretionary funding is no longer working. Three-fourths of the estimated 20,000-25,000 individuals employed in dance were dance teachers, and three-fourths of the estimated 40,000 individuals in the drama labor market were performers. (Contains 70 tables/figures and 44 references. Appended are the following: 18 supplementary figures/tables; description of the research methodology; and list of drama schools.) (MN)

ED 391 086 CE 070 701

Atkinson, John
Getting Unemployed Adults into Jobs. Does Jobsearch Training Add Value to "Training for Work"? Report 273.
SPONS. AGENCY- Employment Dept., London (England).
PUB DATE- 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Educational Policy; *Education Work Relationship; *Employment Services; Foreign Countries; *Job Search Methods; Outcomes of Education; Participant Characteristics; *Program Effectiveness; Tables (Data); Training; *Unemployment
IDENTIFIERS- *United Kingdom

The effectiveness of Training for Work, which is the United Kingdom's main public program for helping long-term unemployed adults find jobs, was examined through interviews with training managers in 8 training and enterprise councils (TECs), 53 training providers, and 374 individuals who had joined Training for Work in spring/summer 1993 and left to seek work. It was discovered that, although the TECs recognized the importance of job search training in achieving positive job outcomes after Training for Work, they generally left decisions regarding the nature and scope of job search training to local providers. According to the training providers, participants received an average of 9 days of job search training (approximately 9% of the available training days), with 3 days centered on self-preservation skills. However, of every 10 participants, only 4 received job search training and 3 did not want it. Approximately half of job search training recipients credited it with improving their confidence and having a marked effect on the intensity and scope of their job search. The job search success rate after leaving Training for Work averaged 32% for those who had received job search training versus 26% for all leavers. (Includes 49 tables/figures.) (MN)

ED 391 087 CE 070 702

Spilsbury, M.; And Others
The Youth Labour Market, SOLOTEC, and Training Credits. Report 277.
SPONS. AGENCY- South London Training and Enterprise Council (England).
PUB DATE- 94

Brown, Marie; Ralph, Sue

Towards the Identification and Management of Stress in British Teachers.

PUB DATE- 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; Life Events; *Stress Management; *Stress Variables; Teacher Alienation; *Teacher Attitudes; Teacher Behavior; *Teacher Burnout; *Teacher Morale; Teacher Motivation; Teacher Welfare; Teaching Conditions; Teaching Load

IDENTIFIERS- England; United Kingdom

In many countries today teaching has been identified as one of the most stressful occupations. The total annual cost of stress to the British Education Service has been estimated as high as 360 million U.S. dollars. The objective of this research study with teachers in the Department of Education at the University of Manchester was to identify stressors and stress management strategies for teachers in the North West of England. Data was collected from 100 teachers, multiple school site visits; and 40 focused teacher interviews. The research paradigm used, illuminative research, encourages interpretive human skills and concentrates on information gathering concerned with description and interpretation rather than measurement and prediction. Findings indicated certain work related factors were common stressors, even though causes of stress might be different. Categories of stressors included: teacher/pupil relationships; relationships with colleagues; relationships with parents and the wider community; innovation and change; school management and administrations; and time factors. Factors which contribute to stress in schools at both personal and organizational levels suggest individuals differ in how they respond to and manage stress. There appears to be a major stigma attached to the idea that individual British teachers suffer from stress. (JBJ)

ED 391 107 CG 025 968

Hartung, Paul J.

Assessing Career Certainty and Choice Status. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Jan 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Career Choice; *Career Counseling; Career Exploration; Career Guidance; Career Planning; Careers; Decision Making; *Evaluation Methods; Self Evaluation (Individuals); Test Interpretation

IDENTIFIERS- ERIC Digests

Career certainty refers to the degree to which individuals feel confident, or decided, about their occupational plans. Since Parsons first classified people into career-decided and career-undecided groups, counseling researchers and practitioners have worked to formally assess career choice status. These efforts follow. Educator attitudes towards the parents of the children they teach create the environment in which parents can learn about children, parenting, and emotional health. The speaker exemplifies this philosophy through discussions of parenting and child behavior. (JBJ)

ED 391 127 CG 026 774

Employer's Guide: A Time for Action on Sexual Harassment in the Workplace = Guide de L'Employeur: Les Enjeux du Harcelement Sexuel au Travail.
PUB DATE- Feb 93
NOTE- 120p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Employer Employee Relationship; Employers; *Employment Problems; Foreign Countries; Legal Responsibility; Quality of Working Life; Sex Bias; Sex Discrimination; *Sexual Harassment; *Work Environment
IDENTIFIERS- Canada

Harassment, like other forms of violence against women, is not a new problem. It is not a problem that will just go away, but it can be stopped. This guide is designed for use by organizations and employers to help them develop policies and implement programs in their workplace that address workplace sexual harassment. It focuses on Canadian employers' responsibilities and the organizational benefits of stopping sexual harassment in the workplace. Chapters are: (1) The Nature of Sexual Harassment; (2) How Is Sexual Harassment Defined?; (3) Impacts and Costs of Sexual Harassment; (4) The Legal Framework; (5) Taking Action; (6) Case Studies; and (7) The Benefits of Prevention. Succinct chapter summaries and several quizzes help the reader retain the material. Other resources are a listing of Canadian phone numbers and agencies that can help, sample policies and procedures; a listing of related videos and films; and a reading list. (JBJ)

ED 391 128 CG 026 775

Work and Family: Flexible Working Arrangements = Le Travail et la Famille: Conditions de Travail Flexibles.
SPONS. AGENCY- Camco Inc., Mississauga (Ontario).
PUB DATE- Aug 92
NOTE- 77p.; A Change Agent Project.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Agents; Change Strategies; *Employed Parents; Employed Women; Employer Employee Relationship; Employers; Employment Patterns; Employment Problems; *Family Work Relationship; *Flexible Working Hours; Foreign Countries; Occupational Surveys; *Quality of Working Life; Work Environment
IDENTIFIERS- Canada

Working in partnership with the Ontario Women's Directorate, Camco Inc. has taken a planned approach in determining language. Contains 16 references. (Author/SR)

ED 391 148 CS 012 335

Anderson, Thomas H.; And Others
WEE Science--Integrating Content Area Reading and Science Education. Technical Report No. 620.
PUB DATE- Nov 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Content Area Reading; Cooperative Learning; Grade 5; *Instructional Effectiveness; Integrated Activities; Intermediate Grades; Pilot Projects; Reading Research; *Science Education
IDENTIFIERS- Trade Books

Two pilot studies of a new science program called WEE Science were conducted in fifth-grade classrooms. The pilots lasted for 7 days in one of the classrooms and 9 days in the other. At the beginning of the program the students chose a science tradebook from among the many that the researchers, teachers, and librarians had selected and brought to the classroom. The students then formed groups based on the topics of the books and asked questions (Wondering) about the content. After choosing one of the "wonderments" to pursue further, the students formed and implemented a plan for investigating (Exploring). In each classroom, each student explored, working in cooperating groups of two or more. The students then explained (Explaining) to a group of their peers what they had wondered and what and how they had explored. The students' wonderments, activities, plans, and explanations were recorded in a science notebook that had been designed for that purpose. In addition, the classrooms were videotaped while WEE Science was in progress. The researchers analyzed the notebooks and videotapes to help them in their exploration and explanations of WEE Science. While the pilot studies were successful in that most students eagerly participated in all phases of the project, some problems were encountered which created another round of wondering for the researchers. Some of these were: evaluating students' work, responding to science misconceptions of students, teaching some students to record observations in their notebooks, deciding where WEE Science would fit best in the curriculum, and anticipating its reception in the science education community. (Contains 22 references. An appendix presents selected pages from the WEE Science Student Notebook used in the pilot study.) (Author/RS)

ED 391 149 CS 012 339

Bruce, Bertram C.
Twenty-First Century Literacy. Technical Report No. 624.
PUB DATE- Nov 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English; *Futures (of Society); Internet; *Literacy; *Social Influences; *Technological Advancement
IDENTIFIERS- *Educational Issues; Global Issues; *Language Evolution

Important and dramatic changes are occurring in five broad areas of literacy: the movement toward universal literacy; the

PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Feminism; Higher Education; Interpersonal Relationship; *Sex Differences; *Student Behavior; *Teamwork; *Technical Writing; Writing Research
IDENTIFIERS- Gender Issues; Student Empowerment

A case study questioned essentialist feminist assumptions about the marginalization of females in technical writing courses. A student team composed of a female (Jane, the team leader) and three males enrolled in an advanced writing course required of juniors and seniors majoring in the applied sciences to investigate solutions to the student parking problem on campus. Data consisted of transcripts of audiotapes from two instructor-team conferences and team- and self-assessments written by the team members at the end of the course. While three members of the team, including the leader, emphasized the team's cooperative research and writing, all four members singled out Jane as their leader, indicating that the primary mode of collaboration for this group was hierarchical. All four members of the group recognized Jane's role as team leader; the difference lay in their depicting her leadership as democratic, motivating, or dominating. Jane may not fit the feminine role of "natural collaborator" advocated by some, but she did succeed where essentialist feminists theorize she would fail. (RS)

ED 391 169 CS 215 186

Holberg, Jennifer L.; Taylor, Marcy M.
Apprenticeship versus Partnership: Graduate Students as Administrators.
PUB DATE- Jan 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- *Administrator Role; Apprenticeships; College Faculty; *English Departments; *Graduate Students; Higher Education; *Professional Development; Teacher Education; *Teaching Assistants; Writing Instruction
IDENTIFIERS- *University of Washington

In recent years, traditional teacher training programs for graduate teaching assistants which value a rather narrow definition of academic work have produced a limiting path of professionalization. The problem can no longer be figured as a matter of emphasis--should more training resources be directed toward pedagogy instead of content area scholarship?--but rather as a failure of definition, a misreading of the profession. Graduate students are treated as preprofessionals. It is assumed that they need not (and perhaps cannot and will not) assume full responsibility for teaching or for developing their own pedagogical methods/materials, their own theories of writing and education, nor their own professional sense of place. The English Department at the University of Washington believes that its experience with teaching assistants offers a valuable alternative to the traditional apprenticeship model.

Extending Burke.
PUB DATE- Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association Meeting (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Cultural Awareness; *Cultural Differences; *Language Role; Philosophy; *Rhetoric; *Rhetorical Theory; Sex Bias
IDENTIFIERS- *Action Theory; *Burke (Kenneth); Dramatistic Criticism; Logocentricism; Monocentricism

Over many years, Kenneth Burke developed theoretical, philosophical, and methodological insights about humans and language. The term he gave to entitle this vast body of work is Dramatism. Rather than the spirit-matter dualism, Burke proposes that scholars direct their attention toward action and motion. By holding that there can be "no action without motion," Burke maintains that no matter what humans do (action), there is always a physiological (motion/material) element involved. The implications of action as a privileged term can be seen in discussions of Burkeian limits and extensions. James Chesebro argues that Burkeian theory has a monocentric bias. However, Burke's statement that "there can be no action without motion" suggests that Dramatism is based on a polarity or continuum rather than a monocentric principle. While Burke certainly did have a strong logocentric bias, texts were not the entire picture for him. In "The Philosophy of Literary Form," he indicates that he engages in three distinct kinds of observation: the intrinsic level of the individual poem; the body of poetry where different works are compared to one another; and the extrinsic level where information about the poet and context is taken into account. Finally, criticism of Burke as ethnocentric or sexist are of considerable importance. Scholars need to develop a better understanding of the impact multiple cultures have on meanings and communication theory. (Includes 23 notes.) (TB)

ED 391 190 CS 509 126

Hendrix, Katherine Grace
Student Perceptions of the Influence of Race on Professor Credibility.
PUB DATE- Nov 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Asociation (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Teachers; Case Studies; College Faculty; *Credibility; Higher Education; Qualitative Research; *Racial Bias; Self Concept; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; Undergraduate Students; *Whites
IDENTIFIERS- *Student Perceptions of Teacher

Education and communication researchers have not explored sufficiently teacher credibility or the classroom communication standings, majors, and genders? Subjects for the study were 111 undergraduate students at a midwestern liberal arts college. Methodology consisted of survey questions. Results showed that students are most likely to talk when they are interested in the topics of the course and discussion, when they are prepared for class, when the class is small, and when they are graded for participation. Statistically significant correlations were not found among the elements examined for the other two questions. The second study (with 111 undergraduates) asked whether teacher verbal immediacy behavior positively related to student willingness to communicate. Methodology was similar to the first study. Results showed that teacher verbal immediacy conceptualized as a global measure correlated positively with overall willingness to communicate. The third study (with 91 undergraduates) examined interaction among teacher immediacy behavior, teacher gender, and student gender. Again, methodology was similar to the first study. Results showed that both verbal and nonverbal immediacy correlated positively with the study's measure of classroom participation. (Contains 20 references.) (TB)

ED 391 208 CS 509 156

Malone, Martin J.
An Emerging Interactional Theory of Communication.
PUB DATE- 16 Nov 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Discourse Analysis; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Models; Research Needs
IDENTIFIERS- *Conversation; Goffman (Erving); *Interactionism

An interactional model of communication can be based on Erving Goffman's concept of the "interaction order" and the conversation analytic focus on meaning. Three sets of related ideas provide the intellectual foundations for this approach: actions are designed for recipients; talk is multi-functional; and self presentation is semiotic. These assumptions lead to a theoretical perspective in which it is understood that social actions are designed to make sense to those who participate in them. An example of discourse, called a perspective display sequence, consists of a query, the recipient's response, and the asker's subsequent report. From the early 1950s to the early 1980s, the work of Erving Goffman explicated that role of a third order in social life, neither institutional nor individual, which he named "the interaction order." Goffman sought to describe how the interactional demands of situations are the primary source of structure for the social self. For A. Rawls, self and meaning are the parallel accomplishments of the interaction order. Rawls' summary of a theory of the interaction order emphasizes self presentation, the constraints the order places on social structure, involvement obligations, and morality. Scholars can study meaning interaction by studying how second turns follow first turns, and third turns follow seconds. The meaning of a turn must be interpreted for the next turn to follow successfully. (Contains 4 notes and 36 references.) (RS) are using quality teams. It also identifies the most common types of teams, the factors necessary for success, the best strategies for forming a team, and common reasons for their failure. Teams are most likely to be successful when members understand the team's mission, their roles, and the group process, and practice good communication skills. (Contains seven references.) (LMI)

ED 391 227 EA 027 292

Kadel, Stephanie; And Others
Reducing School Violence: Building a Framework for School Safety.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Crime Prevention; Drug Use Testing; Elementary Secondary Education; High Risk Students; Partnerships in Education; *Prevention; School Community Relationship; *School Safety; Search and Seizure; Student Rights; *Violence

This publication is a revision and restructuring of "Reducing School Violence," published in 1993. This revised edition benefits from the assistance of many of the original reviewers, as well as additional experts and practitioners. The key to school safety is a comprehensive approach. This guidebook was designed to help teachers, school principals, district administrators, resource officers, students, parents, and others create safe environments in which learning is the primary focus. Sections present information on establishing a safe environment, developing prevention strategies, implementing crisis-management and intervention strategies, and identifying risk factors. The handbook also describes national, state, and local school-safety initiatives to reduce school violence and identifies issues such as domestic violence and protection of students' rights. A list of resources in the form of publications, guidebooks, curricula, associations, and institutes is included. Seventeen tables and an index are included. Appendices contain definitions, sample report forms and discipline contracts, and the Gun-Free Schools Act of 1994. (Contains 215 references.) (LMI)

ED 391 228 EA 027 293

Safe Schools: What the Southeast Is Doing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Crime; Elementary Secondary Education; Prevention; *School Safety; School Security; *State Action;

*Disabilities; Elementary Secondary Education; *Integrated Services; Interprofessional Relationship; Participative Decision Making; Professional Personnel; Services; *Special Needs Students; Staff Meetings; *Team Training; Teamwork

IDENTIFIERS- *Vermont Interdependent Services Team Approach

In recognition of the limitations of isolated decision making, teamwork has emerged as a preferred approach for educating students both with and without disabilities. The Vermont Interdependent Services Team Approach (VISTA) process described in this manual offers ways to think about and implement many of the tenets of collaborative teamwork to make support-services decisions for students with disabilities. The manual was designed as a self-study process that enables educators, administrators, support services providers, family members, and other team members to work together more efficiently to expand students' educational opportunities. The introduction focuses on the process of developing a shared framework. Section 2 reviews current issues in educational support services and offers a rationale for establishing collaborative services. Initial research shows that use of the VISTA approach improves intrateam agreement about support-services provision, reduces gaps and overlaps among members, and improves satisfaction with team decision making. Section 3 offers 10 detailed guidelines for establishing a team, defining the components of the educational program, determining functions of providers and their interrelatedness, making service recommendations, building consensus, determining location and strategies for service provision, and engaging in ongoing implementation and evaluation. The fourth section provides directions for preparing for and conducting the VISTA meeting. Nine tables and a variety of forms and worksheets are included. Appendices contain a description of support services, a checklist and forms, and examples of VISTA approaches for various special-needs students. (Contains 53 references and 14 recommended readings.) (LMI)

ED 391 246 EA 027 312

School Finance: Three States' Experiences with Equity in School Funding. Report to Congressional Requesters.

PUB DATE- Dec 95

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Court Litigation; *Educational Equity (Finance); *Educational Finance; Educational Opportunities; Elementary Secondary Education; *Equal Education; Equalization Aid; Income; Property Taxes; School Funds; State Aid; *State Legislation; *Tax Effort

IDENTIFIERS- Minnesota; Tennessee; Texas

This document presents findings of a General Accounting Office (GAO) study that reviewed the experiences of three states that had recently reformed their school-finance systems to make them more equitable. Case studies of Tennessee, Texas, and Minnesota were conducted. Methodology included a review of school finance documents and legislative challenges to the states' school-funding plans; analysis of data on state budgets, student demographics, and school-district funding levels; and interviews with 15 to 19 education officials and representatives from statewide education associations in each state. Officials reported that legislative solutions following legal challenges in all three states lessened disparities in

PUB DATE- Sep 95
NOTE- 105p.; Thesis, Linkopings Universitet.
LANGUAGE- Swedish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Career Choice; *Disabilities; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Interpersonal Competence; Interviews; *Knowledge Level; Qualitative Research; Self Evaluation (Individuals); Special Education; *Special Education Teachers; *Teacher Attitudes; Teacher Background; *Teacher Competencies; *Teacher Role; Teaching Skills
IDENTIFIERS- *Sweden

This thesis reports on a study in which 10 Swedish special education teachers were interviewed concerning the following six topics: (1) personal background and choice of a career; (2) professional knowledge; (3) the role of a special education teacher; (4) educational goals and methods; (5) cooperation; and (6) thoughts about the future. Interviewees' ideas about what is important knowledge in special education fell into two main categories: professional knowledge and skills, and social competence. Teaching goals tended to show either a short-term or a long-term perspective. Teachers defined their primary short-term goal as making pupils feel happy in school. Long-term goals included fostering pupils' sense of responsibility and increasing their ability to meet life outside of school. Cooperation with parents and colleagues was considered either from an active or a passive point of view. An active view was held by teachers who saw their role as that of a change agent. A passive view was expressed by teachers who saw their role as relatively unobtrusive and concerned with the mediation of knowledge. Analysis of individual profiles of the interviewed teachers led to identification of two teacher types: the mediator and the interactor. The mediator uses his/her knowledge and competence primarily to bring knowledge to students. The interactor has a holistic view and regards the goal of special education in a whole-life perspective. (Contains 54 references.) (DB)

ED 391 264 EC 304 513

Giesen, J. Martin; And Others
Participation Levels of African Americans in the Profession of Blindness Services: Views of Service Providers.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Blacks; *Career Choice; *Change Strategies; Counselor Attitudes; Counselors; Decision Making; Employment Opportunities; *Employment Patterns; Social Services; State Surveys; *Visual Impairments; *Vocational Rehabilitation
IDENTIFIERS- *African Americans; Alabama; Mississippi

This study investigated possible reasons for the observed imbalance in the level of employment of African Americans in vocational rehabilitation (VR) services for persons with visual impairments in Alabama and Mississippi. A survey instrument was developed and administered to 126 administrators, professional service providers, and secretaries employed in Alabama and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autism; Curriculum; Deafness; Delayed Speech; *Developmental Tasks; Drills (Practice); Elementary Education; Intervention; *Language Acquisition; *Language Impairments; Mental Retardation; *Phonetics; Preschool Education; Severe Disabilities; Speech Therapy; *Teaching Methods

This paper describes a method of language intervention, Structured Methods in Language Education (SMILE), used with students having severe language disabilities due to such factors as autistic disorder, central auditory dysfunction, impaired hearing, or mental handicap. SMILE develops a hierarchy of skills leading from phonology to morphology to syntax. It starts with the smallest unit of language, the phoneme, which is immediately associated with its written representation, the grapheme. As soon as the sound system and a number of words have been learned, syntax is taught through linguistic string formulas and sentence patterns. The teaching progresses from simple to complex at each level of the curriculum. The SMILE approach also incorporates development of attention, specific and consistent teaching methodology, use of structure and routine, immediate reinforcement, successive approximations leading to exact repetition, pattern practice and substitution/transformation drills, and ongoing attention to generalization. Student learning and progress is shared with parents by means of individualized "books" showing new skills. (DB)

ED 391 283 EC 304 532

Whitson, Joanne B.
Wyoming Deaf/Blind Grant. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 8 Jan 96
NOTE- 119p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Deaf Blind; Disability Identification; Educational Methods; Elementary Secondary Education; Infants; *Inservice Education; Language Acquisition; Multiple Disabilities; Parent Education; Preschool Education; *State Programs; *Technical Assistance
IDENTIFIERS- *Wyoming

This final report describes activities and accomplishments of the Wyoming Deaf-Blind Grant, a 3-year federally supported project to identify children who have deaf-blindness and to provide technical assistance in the development of educational services for these children. Major accomplishments of the project included: identification of more children with deaf-blindness (from a total of 23 in 1992 to 36 in 1995); conducting biannual clinics for deaf/blind/multi-impaired children; dissemination of information about the needs of children with dual sensory impairments; and technical assistance to families and service providers. Extensive appendices include a listing of the technical assistance training sessions provided, and various letters, forms, and reports of the project. These latter include the following: a sample student assessment; sample consultation reports; "Developing Prelanguage Communication in the Severely Handicapped: An Interpretation of the Van Dijk for on-going parent support. Individual sections of the report address the management of the Initiative and each of the eight major Initiative objectives. (DB)

ED 391 300 EC 304 549

Oller, John W., Jr.; Rascon, Dana
Explaining Autism: Its Discursive and Neuroanatomical Characteristics.
PUB DATE- 95
NOTE- 44p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Cognitive Processes; *Etiology; Logic; *Neurology; Neuropsychology; *Semiotics; Severity (of Disability); Symptoms (Individual Disorders); *Theories
IDENTIFIERS- Aspergers Syndrome; Infantile Autism; *Peirce (Charles S); Williams Syndrome

This paper reviews the existing empirical research on autism in the context of the semiotic theories of Charles S. Peirce. His ideas of the generalized logic of relations are seen as explaining the unusual associations (or lack thereof) in autism. Concepts of "indices" or signs singling out distinct objects, and "adinity" or the number of distinct logical objects that must be kept track of, are first explained. These concepts are then applied to three kinds of disorders: (1) severe autism, which is also called Kanner-type autism (recognizable in early infancy); (2) Asperger syndrome, a milder and sometimes undetected variety of autism; and (3) Williams syndrome (not generally associated with autism at all). Analysis shows certain commonalities and also marked differences in each of the three disorder types. Peirce's semiotic theory (concerning linguistic, gestural, and sensory systems) is coupled with a review of relevant medical research and both observational and experimental approaches to the discourse analysis of affected individuals. Whereas Williams syndrome is thought to be due to a metabolic dysfunction which disrupts coordination of sensory-motor information with abstract reasoning, infantile autism and Asperger syndrome are seen as being due to damage to the limbic system affecting the ability to link deictic markers of various sorts with their logical objects in representational systems. (Contains 51 references.) (Author/DB)

ED 391 301 EC 304 550

Johns, Beverley H.; And Others
Best Practices for Managing Adolescents with Emotional/Behavioral Disorders within the School Environment. From the Mini-Library Series on Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 48p.; For other related documents in this series, see EC 304 551-556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 391 318 EC 304 567

Moving to Inclusion. Active Living through Physical Education: Maximizing Opportunities for Students with a Disability = Integration en Mouvement. La vie active par l'education physique: Multipliez les possibilities offertes aux eleves ayant un handicap.
PUB DATE- 94
NOTE- 192p.; Comprehensive versions of these disability-specific booklets are also available.
LANGUAGE- French; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Amputations; Athletics; Cerebral Palsy; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Hearing Impairments; *Inclusive Schools; Individualized Education Programs; Mainstreaming; Mental Retardation; Multiple Disabilities; Physical Disabilities; *Physical Education; Skiing; Social Integration; Visual Impairments; Wheelchairs
IDENTIFIERS- Physical Awkwardness

This document is composed of 10 manuals which provide both general and specific guidelines to facilitate the inclusion of Canadian students with disabilities in physical education programs. An introductory manual identifies general concepts, strategies, and practical approaches that can be used in an inclusive physical education program. It discusses the benefits of inclusive physical education, the importance of using appropriate terminology, the value of a team approach, safety considerations, assessment, the Individual Education Plan, and principles of program modification and evaluation. Some assessment measures are appended. Eight other manuals each focus on a specific disability and have sections on the following topics: the values of an inclusive physical education program, planning an inclusive program, program modifications, technical aids, instructional strategies, a glossary, checklists, and suggested resources. The manuals address the following types of students: (1) students who use a wheelchair; (2) students who are deaf or hard of hearing; (3) students with an intellectual disability; (4) students with cerebral palsy; (5) students with multiple disabilities; (6) students with amputations; (7) students with a visual impairment; and (8) students who are physically awkward. A supplementary manual offers suggestions for maximizing opportunities for students with disabilities in the sport of skiing. (DB)

ED 391 319 EC 304 568

McBroom, Lynn W.
Transition to Work following Graduation from College: Experiences of Employees with Visual Impairments and Their Employers. Technical Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 95
NOTE- 91p.
LANGUAGE- English

Outside Looking In" (Ruthie-Marie Beckwith); "There Is a Hell: One Parent's Story" (Kathy Hayduke); "Parental Attitudes toward Deinstitutionalization" (Lynda Anderson and Sheryl A. Larson); "Voluntary Closure: The Homeward Bound' Experience" (Donna Hoverman); "Community Medical Care: Barriers, Recommendations" (Mary F. Hayden and K. Charlie Lakin); "Closing Brandon Training School" (Bonnie Shoultz and Charles Moseley); "Developing Individualized Supports While Closing Institutions" (John O'Brien and Steve Taylor); "Building Community Capacity" (Michael W. Small and Susan Burke-Harrison); and "The Final Stages: Community Services for People Considered the Most Difficult To Serve" (Tom Fitzpatrick and K. Charlie Lakin). (DB)

ED 391 338 EC 304 587

Bullock, Lyndal M., Ed.; Gable, Robert A., Ed.
Perspectives on School Aggression and Violence. Highlights from the Working Forum on Children and Youth Who Have Aggressive and Violent Behaviors (Tampa, Florida, February 2-3, 1995).
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aggression; *Behavior Disorders; *Educational Practices; Elementary Secondary Education; *Intervention; *Prevention; Program Effectiveness; School Community Programs; School Safety; *Violence

This monograph presents papers and dialogue group highlights from a symposium on the growing challenge of school aggression and violence, strategies to combat this aggression and violence, and ways to make schools safe again. An introductory paper by Cynthia L. Warger is titled "Responding to School Violence within an Educational Framework." Presentations by keynote speakers include: (1) "Aggression and Violence in the Schools: What Do We Know About It?" (Eleanor Guetzloe); (2) "School-Based Programs for the Prevention and Treatment of Aggression and Violence: Why Aren't They More Effective?" (Richard Van Acker); and (3) "Programs That Work in Reducing Aggression and Violence: Emerging Best Practices in Homes, Schools, and Communities" (Mary Lynn Cantrell and Robert P. Cantrell). Papers summarizing dialogue groups include: "School Aggression and Violence: Reactions from Practitioners in the Field" (Maureen A. Conroy and Dana Harader); "An Education Imperiled: The Challenge of Aggressive and Violent Behavior in the Schools" (Robert A. Gable and Nancy L. Arllen); "Voices on Violence: Concern and First Consensus" (Michael M. Gerber and Ann Fitzsimons); "Strategies To Reduce School Aggression and Violence" (Thomas R. Kelchner); "Teacher-Mediated Interventions for Reducing Classroom Aggression" (Robert B. Rutherford, Jr.); and "Creating Community: A Promising Concept for Preventing and Eliminating Aggressive and Violent Behaviors" (Jo M. Hendrickson and others). (Individual papers contain references.) (DB)

ED 391 339 EC 304 588

Performance Indicators for Special Education Programs under Individuals with Disabilities Education Act, Part B.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

with the Center for Applied Linguistics in researching classroom foreign language assessment practices and techniques, continuation of contact with institute and workshop participants through collaborative projects, completion of an extensive annotated bibliography of foreign language assessment instruments, and teacher training in the use of electronic mail as an effective communication tool. Stated goals in each area were met. (MSE)

ED 391 357 FL 023 474

Sobul, DeAnne
Specially Designed Academic Instruction in English.
PUB DATE- Jul 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *English (Second Language); *Limited English Speaking; Teacher Role; *Teaching Methods
IDENTIFIERS- California; *Content Area Teaching; *Sheltered English

This paper describes the Specially Designed Academic Instruction in English (SDAIE) methodology used in the California school system to teach academic content to intermediate, threshold level limited-English-proficient (LEP) students and to counteract the limitations of sheltered content programs. SDAIE teaches grade-level subject matter in English and is specifically designed for speakers of other languages. It consists of a rigorous academic core at the student's grade level. Clients for SDAIE have intermediate proficiencies in English and cognitive skills in their primary language. SDAIE is based on Vygotsky's fundamental notion that learning is social in nature, thus, it must involve collaborative and cooperative learning as well as scaffolding. Expressive writing is used in the SDAIE method to encourage students to make connections with content through journal entries, quick writes, and graphic organizer entries. The role of the primary language is strategic as primary language literacy is a link to the rigorous content instruction. SDAIE teachers have expertise in language development and in the academic content area as well as providing opportunities for students to take responsibility for their own learning. (Contains 29 references.) (NAV)

ED 391 358 FL 023 479

Gu, Yongqi; And Others
How Often Is Often? Reference Ambiguities of the Likert-Scale in Language Learning Strategy Research.
PUB DATE- 95
NOTE- 18p.; In: Occasional Papers in English Language Teaching, Volume 5, p19-35, 1995 published by Chinese University of Hong Kong. An earlier version of this paper was presented at the 1993 Guilin English Language Teaching International Conference.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ambiguity; College Students; *English (Second Language); Foreign Countries; Higher Education; Language Research; Learning Strategies; *Likert Scales; Questionnaires; Rating Scales; Second Language Learning; *Statistical Analysis;

sites, by program type. (MSE)

ED 391 378 FL 023 535

Developing Second Language in the Secondary Grades.
PUB DATE- Aug 95
NOTE- 72p.; For related document concerning elementary grades, see FL 023 534.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Curriculum Design; Educational Objectives; Educational Strategies; Evaluation Criteria; Immersion Programs; Introductory Courses; *Language Proficiency; *Language Tests; Professional Associations; Program Design; Program Development; Secondary Education; *Secondary School Curriculum; *Second Language Programs; Speech Skills; Teaching Methods
IDENTIFIERS- Oregon

The manual provides information to assist secondary school level program and curriculum designers in the creation and administration of second language programs. It is not a how-to manual, but includes descriptive data about program types in existence and criteria for evaluating language proficiency. It contains: a list of terms used and their definitions; American Council on the Teaching of Foreign Languages (ACTFL) guidelines for assessing second language proficiency at four benchmark levels; a second language scoring guide for communication of messages, interviews, narration, and skit performance; and descriptions of sample oral proficiency tasks at each of those levels. Appended materials include a list of commonly-asked questions about secondary school language instruction, a chart detailing enrollments in 14 languages in each elementary grade (kindergarten through sixth) and the percentage of total students they represent; additional ACTFL proficiency guidelines; notes on the secondary school foreign language programs of other states; national foreign language standards for each of five goals; a summary of higher education second language requirements for 1997-98 and 1999-2000; and a list of contributors. (MSE)

ED 391 379 FL 023 536

Thompson, Linda
Patterns of Cross-Cultural Communication between Bilingual Pupils & Monolingual Teachers in a UK Pre-School Setting.
PUB DATE- Jul 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Systemic Functional Linguistics Congress (22nd, Beijing, China, July 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Bilingual Students; *Classroom Communication; Discourse Analysis; Foreign Countries; *Intercultural Communication; *Language Patterns; Language Research; Language Role; Language Usage; Monolingualism; Preschool Children; Preschool Education; *Teacher Student Relationship; Urban Schools

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Class Activities; Classroom Techniques; Course Content; Curriculum Design; Daily Living Skills; Educational Objectives; Instructional Materials; Interpersonal Communication; Job Skills; *Literacy Education; Occupational Safety and Health; *Organizational Communication; Personnel Policy; Quality Control; *Reading Instruction; Recordkeeping; *Records (Forms); Second Language Instruction; Vocational Education; *Vocational English (Second Language); *Writing Instruction
IDENTIFIERS- Phoenix Closures IL

The curriculum guide is designed for a program of English-as-a-Second-Language literacy instruction for textile workers' union members at the Phoenix Closures company. It consists of five themed units, each teaching work-related skills and knowledge. The themes are: health and safety; workplace communication; quality control; work forms; and company rules and procedures. Each unit contains a list of eight or nine instructional objectives, ideas for related lessons and class activities, and cross-references to specific texts and instructional materials. Appended materials include a list of additional suggested texts and an 11-page pre- and post-test of reading and writing skills. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 399 FL 801 100

Keresztes-Nagy, Susan
Suncast Corporation Curriculum Guide, English as a Second Language for the Workplace. Worker Education Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; Inplant Programs; Interpersonal Communication; *Job Skills; Listening Skills; *Literacy Education; *Occupational Safety and Health; *Organizational Communication; Personnel Policy; Problem Solving; Quality Control; Records (Forms); Second Language Instruction; Skill Development; Unions; Vocabulary Development; *Vocational English (Second Language); Work Attitudes
IDENTIFIERS- Suncast Corporation IL

The curriculum guide is designed for a workplace education program for assembly line workers, inspectors, machine operators, packers, materials handlers, blenders, grinders, and trainers in a factory. The curriculum consists of instruction in English as a Second Language for the job, workplace communication, efficient and safe work habits, and enhancement of job performance. The guide consists of five themed units of instruction: quality control; work forms, codes, and other work-related written materials; workplace communication; health and safety; and company rules. Each unit lists instructional objectives and related language skills, lesson ideas and class activities, and cross-references to specific texts and instructional materials. Additional materials include a job-related vocabulary and phrase lists, and an English/Spanish glossary of vocabulary concerning defects. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) higher education aspiration, regardless of the racial background of the students. An appendix provides frequency distributions, regression models, and other statistical data. (Contains 39 references.) (MDM)

ED 391 418 HE 028 854

Hamrick, Florence A.; Stage, Frances K.
Student Predisposition to College in High Minority Enrollment, High School Lunch Participation Schools. ASHE Annual Meeting Paper.
PUB DATE- 25 Sep 95
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; After School Programs; College Bound Students; Grade Point Average; Higher Education; Junior High Schools; Junior High School Students; Longitudinal Studies; *Low Income Groups; *Minority Groups; Parent Attitudes; *Predictor Variables; *Racial Differences; School Activities; Socioeconomic Influences; Student Attitudes; *Student Participation
IDENTIFIERS- *ASHE Annual Meeting; National Education Longitudinal Study 1988

This study examined variables related to college predisposition among students of different ethnic groups who attended schools enrolling high percentages of minority students and high percentages of students participating in free or subsidized school lunch programs. It is based on a subset of data from the 1988 National Education Longitudinal Study, namely 739 African American, 727 Hispanic, 329 Anglo American, 120 Asian/Pacific Islander, and 62 Native American eighth graders. In the analysis of the overall eighth grade model, participation in school activities was significantly associated with background variables such as high family socioeconomic status, for example, and was itself a significant variable in modeling predisposition to attend college. However, in the aggregate model of eighth graders at high minority enrollment, high school lunch program participation schools, ethnicity was the only background variable significantly associated with school activities participation, and such participation proved to be insignificant in modeling college predisposition. Explained variance in college predisposition was highest for the model using data from eighth graders in general (50 percent) and lowest in the model using African American student data (21 percent). An appendix contains a list of variables and other statistical data. (Contains 16 references.) (MDM)

ED 391 419 HE 028 855

Gates, Gordon
Moral Education: Current Instruction and Practice in Three Higher Education Disciplines. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

desegregation case involving a successful challenge to a scholarship program for African Americans at the University of Maryland. After an introductory section, section 2 presents an overview of the legal and policy context in which the Fordice and Podberesky cases are embedded. Other related cases concerning affirmative action in Mississippi and Maryland are reviewed. Section 3 provides a detailed examination of the faculty "remnant" issue in Fordice, explaining how all parties in the case framed the issues and analyzed the data. The role of the Department of Education and the Government Accounting Office as related to minority targeted scholarships is directly addressed. Section 4 considers issues concerning the use of minority fellowship support programs to increase the numbers of qualified potential faculty members, whether they are mechanisms for ethnocentric separatism that segregate higher education further or are effective means for recruiting and involving talented minorities in the higher education enterprise. Section 5 addresses issues in the Fordice case as framed by the Supreme Court, the defense, and the government including fault, traceability, affirmative action, tenure, and disaggregation and desegregation. (Contains 275 reference footnotes.) (DB)

ED 391 437 HE 028 888

Chaney, Bradford; And Others
Programs at Higher Education Institutions for Disadvantaged Precollege Students. Statistical Analysis Report. December 1995. Postsecondary Education Quick Information System (PEQUIS). Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; College Attendance; College Preparation; College Programs; Colleges; *College School Cooperation; Comparative Analysis; Dropout Prevention; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Federal Programs; Higher Education; High Schools; Program Design; Public Colleges; *Secondary School Students; Student Characteristics; *Transitional Programs; Two Year Colleges
IDENTIFIERS- *Upward Bound

This survey gathered information on programs at institutions of higher education that are designed to increase the access of educationally or economically disadvantaged elementary and secondary students to higher education. In addition the study aimed to compare Upward Bound, one prominent federally funded program, with others around the nation. Only the largest programs (based on funding) at each institution were included in the survey. Data were collected from two-year and four-year institutions in the fall of 1994. Of the 850 institutions surveyed, 813 responded. Highlights of the findings included: (1) 32 percent of all institutions offered at least one program for precollegiate students, and programs were especially common at large institutions and public institutions; (2) the largest programs served 317,400 students and involved 9,600 faculty and staff; (3) of the students in the largest programs, 68 percent were from low-income families, 59 percent were female, 39

the University of East Anglia, the Suffolk and Great Yarmouth College of Nursing and Midwifery, and the Suffolk College of Higher and Further Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Competency Based Education; Educational Research; Evaluation Methods; Foreign Countries; Job Skills; Medical Services; Minimum Competency Testing; *Nursing; Nursing Education; Obstetrics; Postsecondary Education; Professional Development; *Student Evaluation
IDENTIFIERS- Nurse Midwives; United Kingdom

This report examines the assessment of competence in nursing and midwifery education in Britain within a context of changes in health needs, values about health care and service provision, policy/ideology, and education. Chapter 1 explores alternative approaches to conceptualizing the issues involved in the study of assessment, competence, and assessment of competence. Chapter 2 addresses the issues identified by staff and students in their experiences of the assessment of competence. Chapter 3 examines the features and experiences of planning a system of assessment by giving an overview of the relevant features of the operating context of institutions by "mapping the system" and by describing experiences of staff operating within that "map." Chapter 4 provides an outline of the range of assessment texts and the evidence bases produced. Chapter 5 considers the professional development experiences of students, educators, and practitioners involved in the assessment process. Chapter 6 examines the relationship between assessment and learning from the viewpoints of staff and students. Chapter 7 focuses on knowledge and assessment of that knowledge in classroom-based written assessment. Chapter 8 addresses the use of dialogue in assessment. Chapter 9 explores the key areas of discourse of assessment practice. Chapter 10 explores the discourses of theory, knowledge, and practice. Eleven recommendations are made for changes in the assessment of competence in nursing and midwifery education. The report contains 161 references. (YLB)

ED 390 995 CE 070 387

While, Alison; And Others
A Comparative Study of Outcomes of Pre-Registration Nurse Education Programmes.
PUB DATE- Nov 95
NOTE- 388p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Research; Foreign Countries; Higher Education; Medical Services; *Nursing Education; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; *Student Development; Student Evaluation
IDENTIFIERS- *United Kingdom

A study compared the outcomes of the three types of nurse education programs offered in the United Kingdom: the registered general nurse (RGN) program, Project 2000 diploma program, and integrated degree program. The research design involved the following: Simulation A (client scenario followed by information-seeking question); Simulation B (video of admission interview followed by care plan development); nonparticipant observation of students in clinical setting; and interviews with students. Ninety-nine subjects participated in activities and lists of teen barriers to education, employment, and empowerment and skills required for the workplace. (MN)

ED 391 013 CE 070 574

Brooks, Kent
Outcomes Assessment: From Knowledge to Practice.
PUB DATE- 2 Dec 95
NOTE- 39p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; College Outcomes Assessment; College Students; Educational Needs; *Education Work Relationship; *Employment Qualifications; Evaluation Methods; Higher Education; Job Skills; *Models; *Outcomes of Education; Questionnaires; *Strategic Planning; Student Attitudes; Student Evaluation; Student Surveys; *Vocational Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; Wayland Baptist University TX

A strategic planning model for planning and conducting outcomes assessment was developed and implemented at Wayland Baptist University in Lubbock, Texas. First, the Secretary's Commission on Achieving Necessary Skills (SCANS) model was used to survey 100 undergraduate students regarding their perceptions of skills they would need after graduation. The SCANS survey findings were used during implementation of the following seven-step model planning process: select planners for the outcomes assessment; assess strengths, weaknesses, opportunities, and threats; conduct a thorough needs assessment and identify desired outcomes; establish administrative, methodological, feedback, and component strategies; design and/or identify appropriate instruments, strategies, and methods of data collection; gain acceptance for the assessment agenda from partners and internal/external constituencies; and gain commitment of resources and establish joint planning processes for the future. After analysis of the assessment findings, plans were formulated to develop the following: student orientation course to prepare students for Wayland's degree program and for outcomes assessment; capstone course for all graduating seniors; and objectives and success criteria for the university and each of its units/divisions. The process of collecting and using outcomes assessment data to improve Wayland's programs has already begun. (Appended are transparency masters detailing the model and the survey findings and outcomes assessment surveys/checklists.) (MN)

ED 391 014 CE 070 578

Scott, John L.; Sarkees-Wircenski, Michelle
Overview of Vocational and Applied Technology Education.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; *Educational Legislation; *Educational Practices; *Educational Trends; Postsecondary Education; Secondary Education; *Technology Education; *Vocational Education

This book provides an overview of the history and development of educational administrators. (KC)

ED 391 031 CE 070 597

Shoolap, Charoon; Choomnoom, Siripan
A Case Study on the Status of Technical and Vocational Education in Thailand. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 31p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; *Educational History; *Educational Improvement; Educational Policy; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; Technology Education; *Vocational Education
IDENTIFIERS- *Thailand

This two-part report presents an overview of the vocational and technical education system in Thailand. The first part is a review of the current and likely future situations pertaining to vocational and technical education in that country. An analysis of economic conditions, human resource development, and the existing technical and vocational education system is presented. In addition, the future of technical and vocational education is forecast. The second part of the report focuses on policies to promote close linkages between technical and vocational education institutions and industries, an issue linked to raising the status of technical and vocational education in Thailand. Some of the information provided includes the following: (1) 3-year, 2-year, and 1-year bachelor of technology programs are available; (2) five major areas of study are specified: trade and industry, agriculture, home economics, business, and arts and crafts; and (3) national policy places high priority on expansion of secondary education and developing technical skills that are needed in the economy. (KC)

ED 391 032 CE 070 598

Nguyen, Duong
The Development of Technical and Vocational Education for Vietnam--A Case Study in Quality Improvement. Case Studies on Technical and Vocational Education in Asia and the Pacific.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 23p.; For related documents, see CE 070 584-597. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; *Educational History; Educational Improvement; *Educational Policy; *Educational Trends; Foreign Countries; Postsecondary Education; Secondary Education; *Technical Education; Technology Education; *Vocational Education
IDENTIFIERS- *Vietnam

defines employee training, and presents an overview of the guide's structure. Instruction on using the checklist is provided in section 2. Section 3 introduces questions pertaining to the following issues, which should constitute the core of an employee training interview: business objective, workplace requirements, employee needs, employee assessments, qualified staff, and evaluation as a way of ensuring training quality. Discussed in section 4 are the types of answers that interviewers should expect from the training providers interviewed. Sections 5 and 6 consist of an interview worksheet and comparison chart for recording/comparing the responses of the different training providers interviewed. In section 7, employee training is discussed within the larger context of work force and workplace change, and other products designed to help small and midsized companies effect change through employee training are listed. Section 8 contains lists of National Workforce Assistance Collaborative board and advisory group members. (MN)

ED 391 050 CE 070 625

Bergman, Terri
Employee Training Product Checklist. Judging the Quality of Training Products. Workforce Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Feb 96
NOTE- 25p.; For related documents, see ED 378 406-407, ED 380 555-556, ED 382 794, ED 384 776-777, ED 386 592, and CE 070 622-624. Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Check Lists; Computer Assisted Instruction; *Courseware; *Curriculum Development; Curriculum Evaluation; Delivery Systems; *Industrial Training; *Instructional Material Evaluation; *Instructional Materials; Staff Development; Trainers; *Workbooks

This product checklist, which is intended for businesspersons and/or labor representatives responsible for reviewing/selecting employee training materials, contains a series of questions to use in determining whether employee training products follow best practice and will meet the needs of specific firms and build the productive capacity of their employees. Section 1 explains the checklist's purpose, defines employee training, and presents an overview of the checklist's structure. Instructions for using the checklist are provided in section 2. The actual checklist, which is presented in section 3, includes an annotated listing of the key elements of each of the following steps in the development/implementation of employee training programs: program development, program preparation, curriculum development, instructional development, training staff preparation, program delivery, and training and program evaluation. A comparison chart that contains space to compare the merits of different training products is included in section 4. In section 5, employee training is discussed within the larger context of work force and workplace change, and other products designed to help small and midsized companies effect change through employee training programs are listed. Section 6 includes a list of individuals serving on the National Workforce Assistance Collaborative's board and advisory groups. (MN)

Houle); "Assessment Strategies for Adult Undergraduate Students" (C. Kasworm, C. Marienau); "The Adult Learner: What Do You Expect?" (R. Kegan); "The Modern Practice of Adult Education" (M. Knowles); "An Update on Adult Learning Theory" (S. Merriam, ed.); "Transformative Dimensions of Adult Learning" (J. Mezirow); "Adult Education: Evolution and Achievements in a Developing Field of Study" (J. Peters, P. Jarvis); and "Learning to Learn across the Life Span" (R. Smith). (KC)

ED 391 068 CE 070 672

Lemme, Bobbi; Donovan, Terri
Lessons on Using Internet.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- Jan 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Computer Oriented Programs; *Electronic Mail; *Information Networks; Information Utilization; Instructional Materials; *Internet

Intended for beginning Internet users and adult basic education instructors, this manual presents a very basic, instructional approach to exploring the Internet, with explicit instructions on what to do, places to go, and interesting things to try. An introduction on getting started is followed by sections on electronic mail, including using the Skagit Valley College network and finding the Internet e-mail option on Windows. Other sections address subscribing to Usenet news groups and listservs and using Gopher as a navigating tool. The next two sections are optional for a beginner. They cover file transfer protocol and the World Wide Web. The next section discusses applications of the Internet for educators and provides a review of some educational resources with related learning skills. The final section lists sources of further information. Appendixes contain the following: guidelines for Internet protocols and "netiquette"; "smileys"; tips for choosing a secure password; Internet contacts by college; glossary of terms for Internet resources; and creating a signature file. (YLB)

ED 391 069 CE 070 673

Sparks, Barbara
Structural-Cultural Factors of Nonparticipation in Adult Basic Education by Chicano/a Adults in Urban Communities in Colorado. Final Section 353 Project Report FY 1994.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adults; *Adult Students; Cultural Influences; *Educational Attitudes; Educational Practices; *Hispanic Americans; *Mexican Americans; *Participation; Social Action; Student Attitudes

NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Credits; Educational Needs; Educational Policy; *Education Work Relationship; *Employer Attitudes; Employment Patterns; Employment Projections; Foreign Countries; *Job Training; *Labor Market; School Business Relationship; Secondary Education; Tables (Data); Trend Analysis; *Youth Employment
IDENTIFIERS- Training and Enterprise Councils (Great Britain)

A study examined the extent to which employers in the United Kingdom (UK) are involved in the youth labor market and in the UK's Training Credits model within the South London Training and Enterprise Council (SOLOTEC) area. Data were collected from the following sources: review of labor market trends; qualitative interviews with 36 employers selected to represent a mix of individuals employing and not employing young people; telephone survey of 250 employers (in 9 occupational areas) with 11 to more than 200 employers; and analysis of future labor market trends. Fewer than half the employers interviewed actually employed any young people in their workplace. One-fourth of those not employing young workers reported preferring older workers, and one-fourth considered their available jobs unsuitable for young people. Most employers were generally content with the quality of young workers. Once young people had gained employment, their prospects for receiving further training were very favorable. Employers were generally aware of and involved with a wide range of government training initiatives. Approximately half of the employers had heard about Training Credits; however, only a small minority were actually involved with the initiative. (Forty-nine tables/figures are included. Appended are an explanation of the shift-share methodology. Contains 27 references.) (MN)

ED 391 088 CE 070 703

Tamkin, P.; And Others
Personal Development Plans: Case Studies of Practice. Report 280.
PUB DATE- 95
NOTE- 84p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Development; Case Studies; Educational Needs; Foreign Countries; Individual Needs; *Labor Force Development; *Needs Assessment; Questionnaires; *Self Actualization; *Skill Development
IDENTIFIERS- *Personal Development Plans (United Kingdom); *United Kingdom

The use and effectiveness of personal development plans (PDPs) in planning career and skill development activities for individuals within employing organizations in the United Kingdom was examined through case studies of seven firms and telephone interviews with representatives of seven other firms. The case studies/interviews focused on the following key issues for practitioners involved in developing PDPs: philosophy; scope and content of PDPs as vehicles for self-organized learning; relationship between the focus of PDPs and their links with other processes; implementation and support; ownership, control, and confidentiality; and impact. Most firms had all employees develop PDPs; however, some limited their use of PDPs to managers or white-collar staff. All PDPs covered have yielded two generations of instruments useful for gauging clients' levels of and reasons for indecision as well as degrees of certainty about their career choices. First generation measures of career choice status yield total indecision scores. They have generated research on identifying multiple subtypes of undecided people and on developing differential interventions for each type. Second generation measures differ significantly from earlier instruments in that they were developed explicitly to assess multiple dimensions of career indecision. Counselors can use these scales to identify specific barriers that prevent a client from reaching a career-decided state. Surveying clients in terms of their choice status continues to help researchers understand the complexity of career indecision and choice status. It also aids practitioners in planning appropriate career counseling interventions. (JBJ)

ED 391 108 CG 025 969

Farmer, Helen S.
Gender Differences in Adolescent Career Exploration. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Career Choice; Career Counseling; *Career Exploration; Career Guidance; Career Planning; Decision Making; Developmental Stages; Elementary Secondary Education; *Evaluation Methods; School Guidance; *Sex Differences; Test Interpretation
IDENTIFIERS- ERIC Digests

Career exploration is a developmental stage identified by career development theorists and occurs typically during adolescents when boys and girls try out various work roles in part time work, volunteer work, or in school/community activities. This digest focuses on gender differences in the role of assessment in the exploration process. Girls have been found typically to explore careers from a narrower set of career options than do boys. This occurs based on occupational sex role socialization. Career education programs and classes in high school have attempted to reduce stereotyping in a variety of ways. The most frequently used measures to aid in career exploration during adolescence are career interest inventories. The National Institute of Education Guidelines for reducing sex bias in interest measurement were followed to a large extent by both interest measurement test developers and publishers in the decade following their publication. However, the continuing evidence that gender differences exist in career interest measurement strongly suggests that such assessment is accompanied with counseling. (JBJ)

ED 391 109 CG 025 970

Saterfiel, Thomas H.; McLarty, Joyce R.
Assessing Employability Skills. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English

appropriate workplace initiatives to help its employees address the issue of balancing paid work and family responsibilities. Camco surveyed employees to identify their needs and determine what kinds of programs would best respond to those needs. This results of Camco's survey and issues raised by the company's workforce are examined focusing primarily on flexible working arrangements--the option preferred by most Camco employees. Implications for employees, employers, and unions are discussed and an implementation plan is presented. This publication is part of the Ontario Women's Directorate Change Agent Program, the goals of which include improving the economic status and representation of women in the labor force and providing tangible examples of project initiatives for organizations to consider when developing their own employment equity programs. Chapters are: (1) Identifying Employee Needs; (2) Flexible Working Arrangements: Options and Issues; (3) Flexible Working Arrangements: Implications; and (4) Developing an Implementation Plan. Also included are a description of the Ontario Women's Directorate and a copy of the questionnaire. (JBJ)

ED 391 129 CG 026 776

Work and Family: The Crucial Balance = Travail et la Famille: Un Equilibre Delicat.
PUB DATE- Mar 91
NOTE- 135p.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Employed Parents; Employed Women; *Employer Employee Relationship; Employers; Employment Practices; *Family Work Relationship; *Flexible Working Hours; Foreign Countries; *Organizational Change; Quality of Working Life; *Work Environment
IDENTIFIERS- Canada

The dynamics of the Canadian workforce have changed. Demographic, social and employment trends, coupled with the changing face of the Canadian family, will increasingly challenge business and industry in the '90s. This practical resource guide for employers explores the changing relationship between family and paid work, and how that new relationship affects organizations and employers. It examines various flexible working arrangements employers may wish to consider, as well as a range of benefits, programs and services which can help employees balance work and family priorities. A number of pragmatic issues affecting the implementation of any family- based option are also reviewed. It shows how leading companies have developed strategies to benefit from these changes. Chapters are: (1) The New Dynamics of the Workplace; (2) The Changing Face of the Family; (3) Planning for Change; (4) Flexible Working Arrangements; and (5) Benefits and Services. Additional information includes: Where to find help; employer/employee benefits; a checklist for employers; and work and family fact sheet. Contains a 31-item bibliography and 53 endnotes. (JBJ)

ED 391 130 CG 026 778

changing demands for literacy in the workplace; the creation of a global society; how languages are evolving; and the way literacy practices are becoming immersed in new technologies. Future literacy needs will demand a continual rethinking of the purposes of schooling in relation to society, and in particular, an ongoing critical analysis of the way in which access to societal resources change in response to changing conceptions of literacy. The traditional separations among disciplines of study and types of work are in question, implying the need for more integrated conceptions of literacy and literacy development. The globalization of trade, work, language, history, and politics is reconstituting and expanding conceptions of literacy. Literacy is changing along with changes in languages, especially English. Literacy is inextricable from conceptions of and uses of information and communication technologies, including both new technologies like the Internet and older ones like the book. Whether changes in literacy will lead to greater access to information and tools, to more liberatory education, to multicultural understanding, to improved social relations, or to a more democratic society remains to be seen. (Contains 52 references, 5 notes, and a table listing 14 Internet resources.) (RS)

ED 391 150 CS 012 340

Armstrong, James O.; Dubert, Lee A.
An Integrated Thematic Unit at a Junior High School with Traditional Scheduling. Technical Report No. 625.
PUB DATE- Nov 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; Instructional Effectiveness; *Integrated Activities; *Junior High Schools; Program Descriptions; Program Development; Program Implementation; School Community Programs; *Thematic Approach; Units of Study
IDENTIFIERS- Boise Public Schools ID; Boise State University ID; Fire Safety Education

This report describes the methods used to plan, organize, and teach an integrated thematic unit in the Spring of 1994 at Fairmont Junior High School in Boise, Idaho. The unit was planned collaboratively with assistance from preservice teachers and their professors at Boise State University, the principal and teachers at the junior high school, and members of the Partners in Education board at Fairmont Junior High. The thematic unit--the Mock Fire Disaster--focused on the dangers and consequences of unplanned fires. Evaluations by the junior high teachers and responses of the secondary students were generally favorable and thoughtful. The collaborative efforts of the school, university, and community organizations alleviated some of the time, materials, and energy blocks to the development of integrated thematic units. Contains 22 references and a table of data. Sample lesson plans and excerpts from student essays are attached. (Author/RS)

ED 391 151 CS 012 341

Chinn, Clark A.
Constructing Scientific Explanations from Text: A Theory with Implications for Conceptual Change. Technical Report No. 626.
PUB DATE- Nov 95
NOTE- 23p.

At the University of Washington, graduate students have a variety of courses they can teach and a similarly extensive range of administrative roles in which they can participate. For example on the expository writing committee, graduate students, who are elected by their peers, work with faculty committee members in such tasks as selecting textbooks for 100-level composition courses and inviting nationally known scholars in pedagogy to speak on campus. Other opportunities to work as administrators are with the Educational Opportunity Program and the computer-integrated composition program. (TB)

ED 391 170 CS 215 187

Stockdell, Anne Meade
A Forum of Their Own: Rhetoric, Religion, and Female Participation in Ancient Athens.
PUB DATE- Jul 95
NOTE- 17p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancient History; Cultural Context; *Females; Foreign Countries; *Greek Civilization; Higher Education; Religion; *Rhetoric; *Rhetorical Theory; *Sex Bias
IDENTIFIERS- *Classical Rhetoric; Greece (Ancient); *Greece (Athens)

Recently, rhetoricians have been trying to explain the absence of women from the history of rhetoric by locating female rhetoricians in classical era canonical texts. This effort, similar in intent to the movement towards redefining the literary canon, challenges the traditional Western rhetorical canon to create a more inclusive and accurate representation of its history. It is time to call for a new definition of rhetoric, one that broadens its scope beyond the modern interpretations of Platonic and Aristotelian traditions of public agonistic argumentation among peers. Within the realm of this new understanding of rhetoric will be the discourse practices of those not permitted regular participation in the traditional forum. Scholars should consider the discursive practices outside the "agora" under contemporary perceptions of rhetoric, and by doing so rewrite rhetorical history from classical times to the present, including a consideration of the rhetoric of the oppressed. In this case, the oppressed groups are wives and/or relatives of legitimate male citizens. In ancient Athens, any speech by women was grounded in the premise that they were of inferior status addressing an audience of superiors, which prohibited their ability to argue publicly. In fact, wives of legitimate citizens were so secluded from the public that they were prohibited from negotiating in the marketplace. The religious expressivist participation they were permitted (such as the cult of the goddess Athena) provided them with one of their only forums for discourse. (Contains 43 references.) (TB)

ED 391 171 CS 215 191

Elbow, Peter
Voice as a Lightning Rod for Dangerous Thinking.
PUB DATE- Mar 95

and experiences of teachers and professors of color, in particular, teachers and professors belonging to subordinate minority groups. As a result, there are gaps in the literature due to its incomplete status. Qualitative case studies of six professors, three Black and three White, are used to examine the relationship of race and student perceptions of credibility. The findings from interviews with 28 undergraduate students, enrolled in one of 6 courses, indicate that the classroom presents particular challenges for Black professors teaching at a predominantly White post-secondary institution. The findings from these student participants suggest that: (1) the Black professors are held to more stringent credibility standards than White professors; (2) that the challenges to credibility are exacerbated when Black professors teach subject matter that cannot be directly connected with their race; (3) that students possess favorable/fair attitudes toward Black professors once they have successfully established their credibility; and (4) that Black professors are perceived to have worked harder than White professors to earn their educational and professional status. (Contains 3 notes and 35 references; survey forms and questions are attached.) (Author/TB)

ED 391 191 CS 509 127

Rossmann, Liliana Castaneda
What If We Asked Circular Questions instead of "Rhetorical Questions?": Possibilities for the Classroom and Daily Interactions.
PUB DATE- 18 Nov 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Higher Education; Inquiry; *Intercultural Communication; *Multicultural Education; *Questioning Techniques; Teacher Student Relationship
IDENTIFIERS- *Question Types; Rhetorical Questions

With the instructor switching positions, alternately assuming the role of questioner and answerer, this paper explores the applicability of circular questioning to the types of interactions in which faculty members engage on a regular basis, such as teaching. Focusing on responses to various questions, the paper speculates that for students to see the element of choice in their habitual responses to issues that are brought up in the intercultural communication course, circular questioning could be instrumental in helping them understand their position in the system (often, students place themselves on the "receiver" end of communication and expect the instructor to "provide" the knowledge for which they have paid). Circular questioning can help to undermine these presumptions and is often most effective in the intercultural communication classroom in developing new possibilities for those students most resistant to change. These students may be unaware that their ways of communicating are one among many and may not be the most effective for every situation. To ensure the circularity of the classroom discussion, each comment made by the instructor can be linked to the last comment made by the student, by using the same terms that students use to explore the grammar or usage of terms in the Wittgensteinian sense. The

ED 391 209 CS 509 157

Ferris, Sharmila Pixy
The Experimental Social Scientific Model in Speech Communication Research: Influences and Consequences.
PUB DATE- Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Models; Research Methodology; *Research Needs; Research Problems; *Social Science Research; *Speech Communication
IDENTIFIERS- *Historical Background; *Humanistic Research; Speech Communication Association

A substantial number of published articles in speech communication research today is experimental/social scientific in nature. It is only in the past decade that scholars have begun to put the history of communication under the lens. Early advocates of the adoption of the method of social scientific inquiry were J. A. Winans, J. M. O'Neill, and C. H. Woolbert. Another influential early scholar, Everett Hunt, openly criticized the adoption of the social scientific method and strongly advocated the use of the humanistic model. This disagreement led to the early development of two separated emphases within the discipline still seen today. In addition, a problem exists not in the use of the social scientific method, but its use without the primary development of a body of original theory it could build up and support. Far too little of the experimental social scientific research in communication is linked to some established theoretical body original and exclusive to this field. Too much of communication is borrowed from related disciplines such as psychology, sociology, and philosophy. It is time to rethink the early influences and work toward the adoption of a new research combining social scientific/humanistic research influences, stressing the spirit of inquiry. (Contains 17 references.) (CR)

ED 391 210 CS 509 158

Herling, Thomas J.
Adoption of Computer Communication Technology by Communication Faculty: A Case Study.
PUB DATE- Aug 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adoption (Ideas); Case Studies; *Electronic Mail; Higher Education; *Information Sources; Information Utilization; Innovation; *Resistance to Change; Technological Advancement
IDENTIFIERS- Faculty Attitudes; LEXIS System; NEXIS System; *Technology Utilization

A comparative case study investigated the extent of adoption of computer communication in two schools of communication. S. Ram's model of resistance to innovation was used as a

*State Legislation; *Violence
IDENTIFIERS- United States (Southeast)

Virtually no school is safe from violence. FBI statistics, which show that juvenile crimes actually peaked during the mid-1970s, are at odds with the public perception that crime rates among young people are at an all-time high. The FBI acknowledges, however, that the crimes committed by young people tend to be more serious than in the past, and that juvenile offenders are being arrested at younger ages. This brief presents statistics on youthful crime and trends in state initiatives to control it. The document outlines the cost for safe schools and describes in detail safe-schools legislation passed in six southeastern states during 1993-95. Florida and North Carolina take a comprehensive approach; Georgia employs school-level, school-based initiatives; and South Carolina, Alabama, and Mississippi focus primarily on criminal and juvenile justice approaches. The document also describes the "zero-tolerance" policy and the issue of "reasonable force" in responding to student violence. The formation of communitywide planning teams is recommended. Four tables, one figure, and a list of resource organizations are included. (Contains 53 references.) (LMI)

ED 391 229 EA 027 294

Total Quality Management Passing Fad or "The Real Thing"? An Implementation Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Improvement; *Educational Quality; Elementary Secondary Education; Organizational Development; Organizational Theories; *Participative Decision Making; *Program Implementation; Quality Circles; Systems Approach; *Teacher Attitudes; *Total Quality Management

In 1992, the SouthEastern Regional Vision for Education (SERVE) began a 3-year research-and-development effort to support four schools and two school districts in the southeastern United States in their implementation of Total Quality Management (TQM) processes. This document describes the experiences and perceptions of the participating educators. Following the introduction, chapter 2 introduces the main concepts of Total Quality Management. Chapter 3 describes the experiences of each of the pilot sites and offers a framework for systemic reform, although there is no one correct way to implement TQM. The fourth chapter presents findings of an independent evaluation of the pilot sites' implementation of TQM strategies. Data derived from focus-group and individual interviews suggest that the keys to a total-quality school include: (1) a committed and supportive leader; (2) a faculty that is open to change; (3) time for training; (4) the inclusion of all faculty in an orientation; and (5) the recognition that TQM requires a long-term commitment. Other TQM resources and efforts in the Southeast are listed. The appendix contains descriptions of TQM pilot sites. One figure and one table are included. (Contains 15 references.) (LMI)

ED 391 230 EA 027 295

Chambers, Jay; Bobbitt, Sharon A.

terms of access to revenue, per-pupil spending levels, or educational opportunities. Poor districts were helped without harming the education programs in wealthy districts. In response to budgetary and political pressures, legislatures in each state included hold-harmless and win-win provisions. However, the solutions are sensitive to public sentiments about taxes and may be subject to change. Officials advised other states undertaking similar reforms to clearly define the equity goals of the school-finance system in terms of adequate learning resources or student performance standards; link school-finance reform to accountability; and include all stakeholders in the reform process. Three tables are included. Appendices contain methodological notes, a list of officials interviewed for the case studies, findings of each of the case studies, and GAO contacts and acknowledgments. (LMI)

ED 391 247 EA 027 313

1993-94 Wisconsin Statewide School Performance Report.
PUB DATE- 95
NOTE- 883p.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Educational Assessment; Educational Finance; Elementary Secondary Education; Enrollment; *Evaluation Criteria; Expenditures; Graduation; Income; *Performance; School Districts; School Personnel; Standardized Tests; *State Norms; *Student Evaluation; Suspension
IDENTIFIERS- *Wisconsin

This document presents data on Wisconsin school performance for 1993-94. Data were derived from the Wisconsin Department of Public Instruction (DPI), private firms that administer assessments, and Wisconsin's 427 public school districts and the state schools for the deaf and visually handicapped. The report includes introductory material, explanatory text, information tables, and a glossary. Text and tables are divided into two major sections to mirror the emphasis the DPI has placed on accountability--student performance indicators and opportunity-to-learn indicators. Student-performance indicators are based on eight different measures of student achievement. The section on opportunity-to-learn indicators includes profiles of districts, schools, and students. District-profile information includes district staffing ratios, high school graduation requirements, general fund revenues, and general fund expenditures. Student-profile information is comprised of data on enrollment, attendance, out-of-school suspensions, expulsions, retentions, habitual truancy, dropouts, school-sponsored community activities, and extra-co-curricular activities. Information is also provided about the state's two residential facilities, other special-needs schools, and a few charter schools. Appendices contain student-performance indicators, opportunity-to-learn indicators, finance tables, and a glossary. (LMI)

ED 391 248 EA 027 315

Landsberg, Brian K.
Affirmative Action: What Is the Law?
PUB DATE- Dec 95
NOTE- 11p.; Paper presented at the Annual Education Conference of the California School Boards Association (Long Beach, CA,

Mississippi VR agencies for persons with visual impairments. In addition, in-depth interviews were conducted with all 21 black employees in both states. Possible reasons identified included low salaries, lack of jobs, unawareness of the blindness profession, lack of training and education programs, low accessibility of such programs to black students, and negative views and attitudes toward social service occupations by black students and others. Questionnaire and interview responses converged on the following recommendations: (1) increase awareness by strategic publicity and dissemination of information on careers, training programs in blindness services, and blindness as a disability; (2) increase attractiveness by increasing salaries, benefits, and financial assistance for education/training; (3) increase the number and preparedness of potential employees by developing more and different training programs, especially at historically Black institutions; and (4) enhance recruiting, hiring, and job opportunities by strategic recruiting, advocacy of preparedness, employer flexibility, and a commitment to eliminate discrimination. The survey instrument is appended. (Contains 27 references.) (Author/DB)

ED 391 265 EC 304 514

Lurie, Lea; Kozulin, Alex
Application of Instrumental Enrichment Cognitive Intervention Program with Deaf Immigrant Children from Ethiopia.
PUB DATE- 95
NOTE- 23p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Concept Formation; *Deafness; Educationally Disadvantaged; Elementary Secondary Education; *Enrichment; Foreign Countries; Generalization; Immigrants; Instructional Effectiveness; Intervention; Metacognition; Program Effectiveness; *Teaching Methods
IDENTIFIERS- Ethiopia; *Instrumental Enrichment; *Israel

R. Feuerstein's Instrumental Enrichment (IE) Program was used as a tool of cognitive educational intervention with 10 deaf children (ages 7 to 15), all recent immigrants from Ethiopia to Israel. The group's special education needs resulted from their deafness, lack of formal educational experience, lack of previous exposure to sign language or finger spelling, and limited information about and experience with a modern technological society. Instrumental enrichment was focused on formation of elementary learning processes and cognitive functions. Special didactics used with this group included simultaneous mediation in four dimensions: (1) the graphic image of an object, (2) the written name of the object, (3) the sign designating the object, and (4) a motor response. Generalization was taught using a sequence from the IE material to the embedded principle, to an example, then back to the principle, and finally, to a second example. Students demonstrated significant improvement in their cognitive and metacognitive skills. An example of a student's progress is attached. (Contains 10 references.) (DB)

ED 391 266 EC 304 515

Kelly, Dotty; Guerrero, Vincent Leon

Method" (Robert D. Stillman and Christy W. Battle); "Overview of the Van Dijk Curricular Approach" (Stephanie Z. C. MacFarland; a description of the Pediatric Epilepsy Inpatient Program; General Guidelines for Vision Stimulation; and photographs of guided movement. (DB)

ED 391 284 EC 304 533

Cloninger, Chigee J.; Edelman, Susan W.
Vermont State Project for Children and Youth with Deaf-Blindness, October 1, 1992-September 30, 1995. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Consultation Programs; Curriculum Development; *Deaf Blind; Disability Identification; Elementary Secondary Education; Infants; *Inservice Education; Parent Education; Preschool Education; *State Programs; *Technical Assistance
IDENTIFIERS- *Vermont

This final report describes activities and accomplishments of the Vermont State Project for Children and Youth with Deaf-Blindness, a 3-year federally supported project to provide statewide services, training, and technical assistance to Vermont children (birth to age 21) with deaf-blindness, their families, and service providers. Throughout the project there were 35 to 38 children with deaf-blindness receiving services in a variety of settings. The project included five components: (1) on-going coordination with educational and other agencies responsible for providing services to this population in order to build local capacity and share skills and resources; (2) provision of on-site technical assistance, special education, and related services for family support and involvement, curriculum development and adaptations, diagnosis and educational evaluation, and a coordinated plan of services; (3) provision of on-site technical assistance consultation to families, professionals, paraprofessionals, and related services personnel concerning family support and development, curriculum development and adaptations, collaboration of related services, replication of exemplary practices, and inclusionary education; (4) provision of procedures to evaluate service effectiveness; and (5) maintenance of the state census for students with deaf-blindness. Individual sections of this report provide information on the project's purpose, goals, and objectives; conceptual framework and project description; major tasks and timelines; accomplishments/outcomes; challenges and resolutions; evaluation findings; and impact. Appendices provide details on project milestones, training activities, and products. (DB)

ED 391 285 EC 304 534

Barr, Vickie M.; And Others
Getting Ready for College: Advising High School Students with Learning Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; For earlier version, see ED 332 405.
LANGUAGE- English

DESCRIPTORS- Adolescents; *Behavior Disorders; Demonstration Programs; *Educational Practices; *Educational Therapy; *Emotional Disturbances; Inclusive Schools; Instructional Effectiveness; *Intervention; Legal Responsibility; Models; Secondary Education; Special Classes; Special Schools; Student Behavior; Student Placement; Student Responsibility; Timeout
IDENTIFIERS- *Behavior Management; *Garrison Method

This monograph is intended to help in the creation of effective programs for adolescents with emotional/behavioral disorders (E/BD). Discussion covers techniques for dealing with students placed in special education programs within public school settings and those placed in specialized settings (e.g., day treatment centers). After an introductory chapter, the guide addresses: (1) issues of student placement and least restrictive environment; (2) conditions of learning, curriculum, and consequences that work for adolescents with E/BD; (3) best practices and legal guidelines concerning the use of timeout; (4) best practices for developing level systems to manage students with E/BD, including individualized level systems that meet the mandates of the law; (5) the Garrison Model, a therapeutic program emphasizing a student's responsibility for his/her choices, a whole school approach, direct social skills training, positive involvement in the community, application of logical and natural consequences for inappropriate behavior, violence intervention, and parent involvement. (Contains 56 references.) (DB)

ED 391 302 EC 304 551

Skiba, Russell; And Others
Developing a System of Care: Interagency Collaboration for Students with Emotional/Behavioral Disorders. From the Mini-Library Series on Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 54p.; For other related documents in this series, see EC 304 550-556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; *Delivery Systems; Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; Family Programs; Individualized Programs; *Integrated Services; Intervention; Models; *Program Development; Program Effectiveness; Social Services; Systems Approach; Therapeutic Environment

This monograph offers an introduction to providing an interagency "system of care" for meeting the needs of children and youth with emotional/behavioral disorders (E/BD). This approach focuses on meeting the individual needs of children with E/BD in their home communities and supporting family members as allies in the treatment process. Strategies such as wrap-around services, intensive family intervention, crisis intervention, day treatment programs, therapeutic foster care, respite care, and coordinated planning are often included in a system of care. After an introductory chapter, the guide: (1) provides a rationale for a system of care based on E/BD individuals' complexity of needs, current poor outcomes, and high costs and failure of current services; (2) traces the development of three models of service delivery: the system-of-care approach, the evolution of that approach into individualized strategies, and application of system-of-care principles to school-based

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Adults; College Graduates; Disclosure; *Education Work Relationship; *Employee Attitudes; *Employer Attitudes; Employment Practices; Equal Opportunities (Jobs); Graduate Surveys; Interviews; Job Applicants; *Visual Impairments; *Vocational Adjustment

This report describes the experiences of successfully employed workers with visual impairments as they made the transition from college to work. It is based on interviews with 45 employees and 27 of their employers. The first chapter provides a literature review covering the importance of college, employer concerns, concerns of job applicants, the employment interview, and disclosing the visual impairment. The methodology of the study is then described. Direct quotations from the interviews are interspersed throughout the report. Employee interviews revealed that employees took an average of 7 months to obtain their job. Employees identified problems in the areas of transportation, money, accessing written materials, discrimination because of the visual impairment, accessing computers, managing time, and being lonely. Interviews with employers revealed that employers wanted to be informed about the visual impairment before or during the interview by the employee; the most frequent accommodations provided were travel instruction, computer access devices, alternative print media, flex-time scheduling, and removal of architectural barriers; and most employers were aware of the legal protections available to applicants and employees with disabilities. A checklist for employment was developed from the literature review and interviews. Appendices include letters and questionnaires used in the study. (Contains 31 references.) (DB)

ED 391 320 EC 304 569

Herndon, Gwen K.
Contrasting Characteristics of Blind and Visually Impaired Clients Achieving Successful and Unsuccessful Job Retention. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Age Differences; *Blindness; Case Studies; Data Analysis; Educational Background; Employees; Employment Level; *Employment Patterns; Job Performance; *Labor Turnover; Partial Vision; *Performance Factors; Profiles; Referral; Severity (of Disability); Success; *Visual Impairments; *Vocational Adjustment; Vocational Rehabilitation

This study compared characteristics of adults with visual impairments who were either successful or unsuccessful in retaining jobs in competitive employment settings. Data were obtained from a database of vocational rehabilitation (VR) client cases collected from 1978 to 1986. The final sample included three groups: (1) a noncompetitive group of clients (N=506) unable to retain competitive occupations upon case closure; (2) a competitive group which closed in competitive employment but with a different job title (N=197); and (3) a perfect retention group who retained the same occupation and

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Data Collection; *Disabilities; *Educational Assessment; *Educational Legislation; Educational Objectives; Federal Legislation; Federal Regulation; Legal Responsibility; Program Evaluation; Special Education; *Standards; Trend Analysis
IDENTIFIERS- Department of Education; *Individuals with Disabilities Education Act Part B; *Performance Indicators

This report presents recommendations for performance indicators for Part B of the Individuals with Disabilities Education Act (IDEA), with emphasis on indicators reflecting the needs of the Education Department. Themes of the indicators include more attention given to "context variables" such as low birth-weight infants and drug abuse among women; high priority given to performance indicators highlighting results of state compliance monitoring; and development of arrays to display data on key indicators for periods of 5 to 10 years. After an introductory section, individual sections of the report provide information on the background of IDEA development, implementation, and monitoring by the Office of Special Education Programs; issues affecting special education program performance indicators, especially legislative goals and requirements; processes of developing indicators for special education programs under IDEA, Part B; suggested performance indicators for special education programs (organized into context variables, input indicators, process indicators, and outcome indicators); and uses of performance indicators. An appendix lists all the recommended indicators and includes a brief discussion of each one and suggested data sources. A second appendix does the same for context variables. A third appendix lists literature reviews, data sources, individuals interviewed, and participants in a stakeholders' meeting. (Contains an annotated bibliography of 26 items and a listing of 16 data sources.) (DB)

ED 391 340 EC 304 589

Carter, Susanne
Traumatic Brain Injury: A Guidebook for Idaho Educators.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Classroom Environment; Consciousness Raising; Definitions; Diagnostic Teaching; Educational Legislation; *Educational Methods; Elementary Secondary Education; Federal Legislation; *Head Injuries; *Intervention; *Neurological Impairments; Peer Acceptance; *Reentry Students; Rehabilitation; Student Characteristics; *Symptoms (Individual Disorders); Transitional Programs
IDENTIFIERS- Idaho

This guide is an introduction to head injury and to educational resources in the field. An introductory section describes traumatic brain injury (TBI) as a federally recognized disability category and provides its federal and Idaho definitions. The following section introduces the unique characteristics of students with brain injuries. A section on "re-entry" discusses the student's transition from a

Test Format
IDENTIFIERS- China

Based on personal experience, this paper examines the ambiguities of the Likert-type 5-point scale in learning strategy elicitation. Four parallel questionnaires consisting of the same batch of 20 items taken from the Oxford scale (1990) were administered among a group of 120 tertiary level, non-English majors in China. Questionnaire 1 used the Oxford scale without specifying dimensions of reference. Questionnaire 2 told the respondents to choose their answers by comparing with their peers in the same grade. Questionnaire 3 asked them to select their present behavioral frequency as compared with their own past learning experience in secondary schools. In questionnaire 4, subjects were told to check off the relevant frequency of a behavior by comparing its frequency of occurrence with that of other language skills. Results showed that out of the 20 items used, 13 were significantly different among the four questionnaires. Methodological implications for questionnaire research are discussed, and suggestions for future research are proposed. (Contains 25 references.) (Author/NAV)

ED 391 359 FL 023 482

Audette, Julie, Ed.; And Others
Actes des 9e Journees de linguistique (Proceedings of the 9th Annual Linguistics Days) (1995).
PUB DATE- 95
NOTE- 223p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adverbs; Advertising; Arabic; Brain Hemisphere Functions; Child Language; Cohesion (Written Composition); Contrastive Linguistics; Discourse Analysis; English; Foreign Countries; French; Grammar; *Language Research; Languages for Special Purposes; Language Usage; Legislators; Linguistic Borrowing; *Linguistics; *Linguistic Theory; Metaphors; Morphology (Languages); Negative Forms (Language); Oral Language; Pharmacy; Phonology; Physics; *Pronunciation; Proverbs; Revision (Written Composition); Spanish; Speech Language Pathology; Syllables; Syntax; Technical Writing; Translation; Uncommonly Taught Languages; Writing Instruction

Papers (entirely in French) presented at the conference on linguistics include these topics: language used in the legislature of New Brunswick; cohesion in the text of Arabic-speaking language learners; automatic adverb recognition; logic of machine translation in teaching revision; expansion in physics texts; discourse analysis and the syntax of terminology; speech pathology and the right brain hemisphere; translating Spanish pronunciation to French; operators and child language competence; prosodic difficulties and the right hemisphere; nasalization in Inor; language planning in Guinea; intrinsic vowel frequency in discourse; pharmacy terminology; intonation patterns in back-channel communication; aphorisms and proverbs in daily conversation; borrowing and variations in adolescent speech in New Brunswick; second language reading; relative propositions in Acadian children's oral language; the language chronicles of Etienne Blanchard; microprosody and discourse type; syllabic adaptation of French borrowing in Kinyarwanda; adjectival quantifiers in Quebec French; modern English advertising grammar; comparison of sung vowels and spoken vowels; influence of the francophone Voyageurs' vocabulary on North American English; past participle agreement in one rule; problems of polysemy; syntactic analysis; homosemy

IDENTIFIERS- England

Data from a larger ethnolinguistic study are presented to demonstrate patterns of pupil-teachers exchanges between bilingual children and monolingual teachers in an urban nursery school in England. Children were aged 3-4 years. Naturally-occurring discourse data were audiotaped and substantial contextual data was gathered. Analysis of patterns in child-adult interactions, and comparison of interactions between (1) monolingual teachers and bilingual pupils and (2) bilingual adults and the same bilingual pupils, suggest that the power relationship inherent in patterns of monolingual teacher-pupil interactions (and established in previous research) assume greater significance in interactions between monolingual teachers and bilingual pupils. A generic pattern of adjacency pairs of bilingual interactions and one-language interactions is outlined. Examples are drawn from discourse. (MSE)

ED 391 380 FL 023 540

Rosenthal, Judith W.
Teaching Science to Language Minority Students: Theory and Practice. Bilingual Education and Bilingualism 3.
PUB DATE- 96
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Classroom Communication; *Classroom Environment; Classroom Techniques; Cognitive Style; *College Science; College Students; *Educational Needs; Educational Strategies; English (Second Language); Ethnicity; Higher Education; Instructional Effectiveness; Learning Theories; *Limited English Speaking; *Minority Groups; Reading Instruction; *Science Instruction; Second Language Learning; Student Characteristics; Student Needs; Writing Instruction
IDENTIFIERS- Content Area Teaching; *Language Minorities

This book, devoted to issues in science instruction for limited-English-proficient (LEP) college students, examines their specific instructional needs and perspective and suggests alternative teaching strategies. An introductory chapter looks at the changing demographics of American higher education, LEP students' unique academic problems, and some myths and misconceptions held by mainstream faculty. Chapter 2 gives an overview of second language acquisition theory, and chapter 3 examines the facets of culture that interact in the science classroom. In chapter 4, learning styles, their influences on classroom performance in traditional science instruction, and the influence of culture and ethnicity on learning style are discussed. Chapter 5 is designed to help teachers discover what techniques they are currently using that assist LEP students, and select modifications and strategies that suit both their teaching style and student needs. The sixth chapter focuses on issues that relate to writing and reading in English. Six case studies illustrating how faculty and programs are addressing LEP students' needs are reported in chapter 7. In chapter 8, two different linguistically-based approaches for LEP science instruction are described, and the subsequent chapter offers case studies of pioneering courses and programs in non-traditional science instruction for this population. A bibliography is included. (MSE)

ED 391 381 FL 023 541

ED 391 400 FL 801 102

Martin, Sabrina Budasi
Juno Lighting Inc. Curriculum, Basic Skills for Maintenance Workers. Worker Education Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Diagrams; Job Skills; *Literacy Education; *Machine Repairers; Mathematics Instruction; *Problem Solving; Reference Materials; Second Language Instruction; *Vocabulary Development; *Vocational English (Second Language)
IDENTIFIERS- Juno Lighting Inc IL

The curriculum guide is designed for a basic skills course for machine maintenance workers. The 12-week course is divided into three segments: English as a Second Language and vocabulary development; technical vocabulary and mathematics; and technical symbols, trouble-shooting, and word problems. For each of the three segments, a list of performance objectives is provided. A 5-week test and a 12-week test are also included. Each contains language skill items, tool vocabulary items, typical problems, and items involving the interpretation of pictures or diagrams. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 391 401 HE 028 837

Burton, John D.
The Harvard Tutors: The Beginning of an Academic Profession, 1690-1770. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clergy; College Administration; *College Faculty; *Educational History; Educational Trends; *Employment Patterns; Higher Education; *Professional Recognition; Religious Factors; United States History; *Universities
IDENTIFIERS- *ASHE Annual Meeting; *Harvard University MA; Institutional History

This paper examines the changing role of tutors at Harvard University in the 17th and 18th centuries, and how this changing role led to the professionalization of college instruction and a separation of the teaching profession from that of the ministry. Over the course of this period tutors taught the entire basic curriculum (with the handful of professors responsible for discipline-specific advanced courses), began to take more responsibility for the governance of the institution, received higher pay, and remained in their positions for longer intervals of time, many for 15 years or more. By the 18th century the position of tutor was no longer considered a short-term appointment for those awaiting calls to the pulpit, but a permanent, career-oriented position in itself, or as preparation for a professorship or school

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *College Instruction; *Discourse Analysis; Epistemology; Ethical Instruction; Higher Education; Humanities Instruction; Mathematics Instruction; *Moral Values; Science Instruction; Social Sciences; *Student Evaluation; Teacher Attitudes; Teacher Student Relationship; Values Education
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes; Rokeach Value Survey

This study examined the moral values embedded in the instruction and practice of higher education, focusing on instruction within three disciplines at a mid-sized residential university in the Pacific Northwest over the course of three semesters. Through classroom observations and transcriptions of tapes of classroom interaction in 46 undergraduate classes, the study examined faculty discussions of student evaluation and grading, using Rokeach's (1973) typology of values. Three vignettes from the classroom transcriptions are provided to show that the relationship between the faculty and students is less important than their respective relationships to the content. These models attempt to show that according to the realist discourse, knowledge/power originates from the discipline's content and acts on both the faculty and the student. The script employed by faculty in the hard sciences and mathematics conveyed a message that affirmed obedience to the knowledge paradigm of the discipline, while the script employed by faculty in the social sciences and humanities emphasized the interpretation of knowledge as a human responsibility. (Contains 63 references.) (MDM)

ED 391 420 HE 028 856

Sima, Celina M.; Denton, William E.
Reasons for and Products of Faculty Sabbatical Leaves. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Faculty Development; Faculty Publishing; Higher Education; *Productivity; Research; *Sabbatical Leaves
IDENTIFIERS- *ASHE Annual Meeting

This study examined the reasons for and products of faculty sabbatical leaves, using data from 193 approved sabbatical applications and 125 sabbatical reports submitted between 1991 and 1993 at a public research university in the midwest. It found that of the 193 successful applicants, 164 actually completed the sabbatical, and that approximately 3.8 percent of the institution's faculty were on sabbatical at any one time. Most of the faculty indicated in their application that they intended to use the sabbatical primarily to conduct research (49 percent) or to write (21 percent). In aggregate, the 125 faculty who submitted post-sabbatical reports indicated that the following products were directly attributed to the sabbatical: (1) 42 books or manuscripts; (2) 26 book chapters; (3) 4 monographs; (4) 91 published articles; (5) 65 papers submitted for publication; (6) over $1.3 million in secured research grants; (7) 36 grant proposals submitted; (8) 94 talks, presentations, or invited lectures; (9) 13 new or percent were black, and 29 percent were Hispanic; (4) Upward Bound programs were more likely to have their students start in the freshman or sophomore years, were more intensive than other programs (with students spending a mean of 433 hours over the full year compared with 166 hours for other programs), and made greater use of reduced-price college courses. Appendixes contain tables of standard error and the survey questionnaire. (Author/JB)

ED 391 438 HE 028 889

Lehman, Constance M., Comp.; Searcy, Julie A., Comp.
Higher Education Curricula for Integrated Services Providers. Annotated Bibliography.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 29 Sep 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; Cooperative Programs; *Curriculum Design; *Disadvantaged Youth; Family Programs; *Health Education; Higher Education; *Integrated Services; Interdisciplinary Approach; Program Descriptions; Public Policy; *Social Services; Technical Assistance
IDENTIFIERS- Service Providers

This annotated bibliography lists books, papers, manuscripts and articles on higher education curricula for integrated service providers in the fields of health education and social service for at risk children, youth, and their families. The original project that produced the bibliography aimed to prepare professionals to understand the need to coordinate services for at risk populations at the local level and to have the knowledge and skills to develop locally integrated services for families. The bibliography is organized in sections with a brief description of content at the beginning of each section. Section 1, on descriptions and evaluations of integrated services programs contains 65 entries. Section 2 contains 47 entries concerned with the policies, practices, procedures, theories, speculation, assumptions, and concepts of integrated services programs. Section 3 contains 25 entries on technical assistance and resources for modeling, questions and answers, and problem solving. Section 4 contains 35 entries on interprofessional education and training programs at the college and inservice levels, on the need for such training, and on suggested courses. Section 5 lists 8 resource directories and bibliographies. Section 6 lists 17 publications of general interest in understanding challenges facing children and their families. Publications dates range from 1981 to items "in press" at the time when the bibliography was published. (JB)

ED 391 439 HE 028 890

Merisotis, Jamie P.; Hill, Margaret H.
Student Aid in New Jersey: A Successful Past, An Uncertain Future.
SPONS. AGENCY- New Jersey State Coll. Governing Boards Association, Inc., Trenton.
PUB DATE- Dec 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Simulation A. They requested a large range of data. A minority used a systematic format, with more integrated degree program participants adopting such an approach as compared with Project 2000 program participants, with RGN program participants falling between. Only half adopted a multifocal approach to their information seeking. Ninety-eight subjects participated in Simulation B. Both the integrated degree and RGN program participants obtained a higher global score, with the Project 2000 diploma participants achieving consistently lower scores in most units of analysis. Ninety-nine subjects participated in the observation element. Integrated degree program participants achieved statistically higher scores than those in the other two programs. Ninety-nine participated in the interview. The client focus of most integrated degree programs participants was evident. A greater professional focus was evident in Project 2000 program and RGN program participants' interview data. (Appendixes contain 310 references and instruments.) (YLB)

ED 390 996 CE 070 388

Lask, Sandra; And Others
A Curricular Review of the Pre- and Post-Registration Education Programmes for Nurses, Midwives and Health Visitors in Relation to the Integration of a Philosophy of Health: Developing a Model for Evaluation.
PUB DATE- 94
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Foreign Countries; *Health Promotion; Higher Education; *Nurses; *Nursing Education; Obstetrics; *Philosophy; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; Well Being
IDENTIFIERS- *Nurse Midwives; United Kingdom

An study explored the extent to which integration of a philosophy of health in the educational curricula of nurses, midwives, and health visitors in Britain had been achieved. Four case studies and consultancy were undertaken, and both pre- and postregistration curricula were examined. Semistructured interviews, discussions, classroom observations, and questionnaires were used with college staff, students, and hospital and community practitioners. Findings indicated that a philosophy of health had not been successfully integrated into pre- and postregistration courses for nurses and midwives. Community nursing courses appeared to have achieved more success. Aspects of a philosophy of health and health promotion were well represented within the curricula but in a fragmented and disjointed way. The predominant philosophy of health espoused in most curricula tended toward traditional approaches that emphasized physical health focused on individual lifestyles rather than advocacy, empowerment, community participation, and development. Three principal recommendations were as follows: nurses, midwives, and health visitors should develop their own conceptualization of health promotion; all educational programs should include regular consolidating sessions on health promotion; and nursing facilitators should help and direct students and practitioners to apply health promotion theory to practice. (Appendixes contain instruments and 94 references.) (Author/YLB)

ED 390 997 CE 070 389

vocational and applied technology education. It includes a brief account of the origin and early forms of education for work, the various experiments for including education for work into the schools of Europe, the introduction of apprenticeship in the colonial period, the development of education for work in U.S. schools prior to the passage of the Smith-Hughes Act of 1917, and the evolution of federal legislation that has shaped vocational and applied technology education. Emphasis is placed on legislation for special populations, and vocational student organizations--essential components of each of the vocational and applied technology education programs. Ten national student organizations are profiled. Each of the seven chapters of the book includes objectives, a self-assessment, and activities. Two appendixes contain legislative references and a chronological chart summarizing the legislation and history of vocational education. The book contains 132 references. (KC)

ED 391 015 CE 070 579

Managing Assessment.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Basic Skills; *Educational Assessment; Educational Planning; Educational Policy; Educational Quality; *Evaluation Criteria; Evaluation Methods; Foreign Countries; National Programs; Policy Formation; Prior Learning; Program Evaluation; Quality Control; Student Certification; *Student Evaluation; Technical Institutes; *Vocational Education
IDENTIFIERS- *Great Britain

This document, which is intended for curriculum managers at British further education colleges, presents guidelines for developing and implementing a college assessment policy based on the principle that the objectives of all assessment procedures and policies are as follows: enhance the assessment provision within colleges; ensure that assessment is consistent and fair to all students; allow colleges to monitor their assessment provision; and provide clear evidence for external bodies. Discussed in part 1 are the following aspects of developing a college assessment policy: principles and assessment entitlements in operation within a college; the assessment stages for students from entry to exit; the assessment processes used within colleges; and quality assurance and control procedures for monitoring assessment practice. Part 2 contains codes of practice defining cross-college provision for the following: initial assessment; accreditation of prior learning; core skills assessment; recording of achievement; and access to fair assessment. Examined in part 3, which focuses on implementing policy and codes of practice at the program level, are the following: assessment entitlements and regulations; assessment planning; and assessment design and grading criteria. Appended are the following: national body requirements; sources of information about assessments and audits; and sample auditing questions. (MN)

ED 391 016 CE 070 580

Mapping the FE Sector.
SPONS. AGENCY- Department of Employment, London (England).
PUB DATE- 95

This report provides a general overview of technical and vocational education in Vietnam, with information on the country's economy, climate, population, and culture. It summarizes the history and present practices of these types of education in the country, and suggests measures to improve the quality of teachers and instructors. Some of the information provided in this overview includes the following: (1) Vietnam is on the way to shifting its economy from a centralized and subsidized mechanism to a socialist-oriented market mechanism and modernization; (2) human resource training is an immediate necessity; and (3) the vocational-technical education system is being restructured to provide diversified schools, classes, and courses, to improve the curriculum and training methods to make the system more flexible, and to develop more semipublic and private schools and classes. (KC)

ED 391 033 CE 070 600

Biekotter, Georg, Ed.
Vocational Training in the European Community 1994. Annual Report 1994.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Guidance; *Educational Certificates; Educational Cooperation; Education Work Relationship; Foreign Countries; International Cooperation; *International Educational Exchange; International Relations; Job Skills; *Job Training; *Labor Force Development; Occupational Information; Postsecondary Education; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- *European Community

The 1994 Work Program of the European Centre for the Development of Vocational Training reflected two priority areas of activity--qualifications and vocational training systems--and the expectations concerning the outcome of these activities at the European Union (EU) level. Projects carried out under the qualifications priority area had three aims: (1) to shed light on the coverage of and need for vocational qualifications; (2) to set up or improve information systems on qualifications within Member States or at EU level; and (3) to explore how companies draw up training programs. One section of the work carried out under the heading of vocational training systems was concerned with producing a continuous flow of up-to-date information on the structure, functioning, and development of the vocational training systems in the Member States through publication of 12 national monographs. A number of projects analyzed problems arising from the interactions between initial training systems, employment, and the labor market. Analysis of the need for vocational counseling among different categories of young people was completed. The project also sought to improve and strengthen cooperation between vocational training research institutions. Information, documentation, and publication services were also provided. (Appendixes include data tables, diagrams, and lists of Management Board members, staff, and 1994 publications.) (YLB)

ED 391 034 CE 070 601

Asselin, Susan B.; Frantz, Nevin R.
Collaborative Instructional Leadership for Workforce Preparation

ED 391 051 CE 070 633

An Evaluation of Tech Prep in Ohio. Year One Final Report.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- 6 Nov 95
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Consortia; Educational Policy; *Educational Practices; Educational Trends; *Education Work Relationship; Employee Attitudes; Employer Attitudes; High Schools; *Outcomes of Education; Parent Attitudes; Postsecondary Education; Professional Development; Program Effectiveness; Program Evaluation; Questionnaires; Research Needs; School Business Relationship; State Surveys; *Statewide Planning; Student Attitudes; Technical Institutes; *Tech Prep; Two Year Colleges; Universities; Vocational Directors; Vocational Education Teachers; Vocational Schools
IDENTIFIERS- *Ohio

In January 1995, a private research firm conducted the first year of a 5-year evaluation of tech prep (TP) in Ohio. State- and consortium-level baseline data about the following were collected: state policies/practices for TP; role of consortia in TP; professional development of instructors/administrators for TP; selected groups' knowledge/attitudes about TP; and impact of TP on current/former students. Data were collected from the following: interviews with 21 consortium coordinators, 22 school district and 22 joint vocational services district representatives, 24 community/technical college and 9 four-year university representatives, 20 business/industry and 11 labor representatives, 10 parents of TP students, and 12 TP students; survey of all 712 students and parents of students enrolled in TP in 1994-95; and survey of 287 business/industry representatives identified by consortium coordinators as individuals familiar with the efforts of local TP consortia. Data from the interviews, the 70 responses to the student/parent survey (10% response rate), and the 113 responses to the business/industry survey (39% response rate) were analyzed. Issues requiring further study were identified, and the evaluation plans for the remaining 4 years of the study were detailed. (Appendixes constituting approximately 75% of this document contain the 14 survey instruments and tallied results.) (MN)

ED 391 052 CE 070 634

Ferguson, Edward T.
Design and Assessment of a Career Development Program for Law Enforcement.
PUB DATE- Jun 95
NOTE- 10p.; Paper presented at the International Personnel Management Association Assessment Council Conference on Public Personnel Assessment (New Orleans, LA, June 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; *Career Development; County Programs; Labor Force Development; *Law Enforcement; *Police; *Program Design; Program Evaluation; Systems Approach; Workshops

IDENTIFIERS- *Colorado

A study focused on the extent to which historical and contemporary subjectivities interplay with structural and cultural constraints to influence the decision making and human agency of Mexican American adults of the Southwest in nonparticipation in adult education. The issue of nonparticipation was explored from a social action paradigm. Data were also gathered regarding the action taken in response to perceived educational needs and desires. Information was collected from open-ended interviews with 30 Mexican American and Chicano/a adults (22 females and 8 males) in 2 urban communities in Colorado. Findings of the study include the following: (1) study participants exhibited tremendous cultural pride and identity, which influenced individual decisions and actions to engage in culturally insensitive social institutions; (2) a majority of individuals reported past efforts to upgrade academic and vocational skills; (3) almost all study participants indicated a lack of faith in the dominant enterprise of education based on experiences of educational exclusion in childhood or adulthood, intercultural struggles, and larger social and economic inequalities; (4) participants resist discriminatory educational practices by refusal, by creating their own opportunities for learning, by relying on cultural norms and values, and by proving themselves by character instead of by educational credentials. Adults who had participated in adult education reported teacher insensitivity, monocultural curriculum, poor quality programs, and a lack of intercultural understanding. (Contains 93 references.) (Author/KC)

ED 391 070 CE 070 675

Williamson, Alan
The University of the Third Age (U3A) Movement and Its Rise in New South Wales: In the Great Tradition of Liberal Adult Education?
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Development; *Educational History; Educational Research; Foreign Countries; Liberal Arts; *Older Adults; *Universities
IDENTIFIERS- *Australia (New South Wales); *Universities of the Third Age

This paper begins with a brief history of the University of the Third Age (U3A), which began in France in 1972, when a professor at the University of Toulouse conducted a summer school for retired people with a program of lectures, concerts, guided tours, and other cultural activities. It identifies the defining characteristic of the U3A movement in France as its attachment to the term "university." In Britain, the U3A movement was the creation of its members who decided what was to be taught, by whom, in what ways, and at what cost. U3A was relatively late in coming to Australia. The first groups were established in Melbourne in 1984 and continued to grow and epitomize the community-based, do-it-yourself British model. Following eight pages of background, information obtained through a survey of 16 U3As in New South Wales is presented as vignettes, arranged in the chronological order in which the U3As were established. Each U3A is introduced and its regular and distinctive features are highlighted. A conclusion suggests that whether the U3A movement in Australia is in the tradition similar areas but varied in the amount of guidance given to users regarding defining areas for development and development actions. Nine guidelines for developers of PDPs were formulated, including the following: make the key outcomes sought from introducing PDPs clear to all parties; make the processes used to generate PDPs realistic in terms of target group and level of available resources; and avoid focusing solely on skill development for employees' current jobs. (Appended are the interview schedule and information about the 14 firms studied. The bibliography contains 54 references.) (MN)

ED 391 089   CE 070 704

Spilsbury, M.
Measuring the Effectiveness of Training. Report 282.
PUB DATE- 95
NOTE- 70p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Needs; *Evaluation Methods; Foreign Countries; *Industrial Training; Literature Reviews; Models; *Needs Assessment; *Program Evaluation; *Training Objectives
IDENTIFIERS- *United Kingdom

The literature on training evaluation and evidence from a number of employers who are actually undertaking some training evaluation activities were reviewed and synthesized into a cyclical model for evaluating training. First, the following direct benefits of evaluating training were identified: quality control; efficient training design; enhanced professional esteem; enhanced negotiating power; and identification of appropriate assessment criteria and intervention strategies. Next, a model of the training process was developed that consists of the following stages: identifying training need by determining the skills/attributes required of and actually possessed by job holders; designing, preparing, and delivering training; discovering trainees' attitudes toward training and extent of learning; discovering whether the lessons learned during training have been transferred to the job and are being used effectively on the job; evaluating the effects of training on the organization; and reinforcing positive behavior to ensure that the advantages of training are maintained in the long term. The impossibility of evaluating every training event was acknowledged, and guidelines were provided for prioritizing evaluation activities with consideration for the importance, difficulty, and frequency of tasks for which training is being provided and weighing those factors against the costs of training. (Contains 39 references.) (MN)

ED 391 090   CE 070 705

Court, Gill; Moralee, Janet
Balancing the Building Team: Gender Issues in the Building Professions. Report 284.
SPONS. AGENCY- Chartered Inst. of Building, London (England).; Environment Dept., London (England).
PUB DATE- 95
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Counseling; Career Guidance; Careers; *Employment Potential; Evaluation; *Evaluation Methods; *Job Skills; Personnel Evaluation; Self Evaluation (Individuals); Test Interpretation; *Vocational Evaluation
IDENTIFIERS- ERIC Digests

The term "employability skills" refers to those skills required to acquire and retain a job. In the past, employability skills were considered primarily of a vocational or job-specific nature; they were not thought to include the academic skills most commonly taught in schools. Current thinking, however, has broadened the definition to include not only many foundational academic skills, but also a variety of attitudes and habits. Recent usage of the term has described the preparation of foundational skills upon which a person must build job-specific skills. These skills include: communication, personal and interpersonal relationships, problem solving, and management of organizational processes. Ever growing numbers of employers are assessing these skills, primarily in reading and mathematics, prior to hiring. However, educators still show greater interest in employability skills assessment than do employers. Several efforts at employability assessment are discussed. When selecting an approach for assessing employability skills, the following criteria must be kept in mind: (1) the assessment must clearly mirror the nature of the skill required; (2) the skill assessed should be teachable; and (3) each assessment must be evaluated in the context of its purpose. (JBJ)

ED 391 110 CG 025 971

Lester, Juliette N.; Perry, Nancy S.
Assessing Career Development with Portfolios. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Career Choice; *Career Counseling; *Career Development; Career Exploration; Career Guidance; Career Planning; Careers; Educational Change; Elementary Secondary Education; Evaluation; Evaluation Methods; *Portfolio Assessment; Portfolios (Background Materials); Self Evaluation (Individuals)
IDENTIFIERS- ERIC Digests

Recent efforts to improve education have led to a new look at assessment. As pedagogy has changed to focus on learner-centered education, the need to make assessment an integral, on-going part of instruction has become obvious. Concurrently, federal initiatives to promote educational reform have required the provision of career development opportunities and have demanded accountability in this area. The portfolio concept is one way to meet this challenge by giving students ownership of their work and standards by which they can be measured. States and local districts must define the career development standards they wish to implement, allow students the opportunity to take responsibility for their career development, offer the necessary career guidance and counseling to support student learning, and assess both the program and the individual to assure that the expected outcomes are being

Words that Count Women Out/In. Second Edition.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Language Attitudes; Language Patterns; Language Usage; Sex Bias; *Sex Fairness; *Sexism in Language; Sex Stereotypes
IDENTIFIERS- Canada

Language can both reflect and shape the way people are treated in today's society. It can be used to open doors when it is gender inclusive, or to create barriers when it is not. The goal of this booklet is to encourage gender-inclusive language. Bias-free language is effective language. A number of studies demonstrate that an audience is more likely to "get the message," and to remember information, when inclusive language is used. This guide can help eliminate gender bias in writing, speech, and images. It is not meant to be a complete treatment of the subject, but rather a practical resource. The chapters are: (1) The Language Barrier: An Introduction to the "why" of inclusive language; (2) It's a Matter of Clarity: Reasons for, arguments against, inclusive language; (3) Sticky Wickets, and How to Avoid Them: Some advice on the "rules" of inclusive language; (4) Words to the Wise: A glossary; (5) Language on the Move; (6) Women Speak up About Sex-Biased Language; (7) Cracking Down on Bias: Insiders share their strategies; (8) Word Buffs, Take Note; and (9) Suggested Reading, a 12-item annotated bibliography. (JBJ)

ED 391 131 CG 026 780

Work and Family: Sharing the Balance: The Union Gas Experience = Travail et la Famille: Un Equilibre a Partager: L'experience de Union Gas.
PUB DATE- May 92
NOTE- 109p.; A Change Agent Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Change Strategies; Employed Parents; Employed Women; *Employer Employee Relationship; Employers; *Employment Practices; *Family Work Relationship; *Flexible Working Hours; Foreign Countries; *Organizational Change; *Personnel Policy; Policy Analysis; Policy Formation; Quality of Working Life; Work Environment
IDENTIFIERS- Canada; *Union Gas ON

Canadian business is changing. Competition is stiffer, markets are shifting. The workforce is also changing. Flexibility in when, where, and how work gets done is key to attracting the employees organizations need to gain a competitive edge. Many companies, organizations, and unions are recognizing the interdependence of work life and family life. Union Gas is one organization that has responded to shifting patterns of work life and home life. In 1990, the company put together a task force of employees and asked them to look at emerging workplace issues. A number of key issues were identified: an aging workforce; a shortage of skilled entry-level workers; greater labor force diversity; and employees' changing lives and lifestyles. For many Union Gas employees, the number one

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; Elementary Secondary Education; *Learning Processes; Memory; Models; *Reading Comprehension; *Science Education; *Scientific and Technical Information
IDENTIFIERS- *Explanations; Text Factors

This paper outlines Explanation Construction Theory, a psychological theory of how people come to comprehend scientific explanations. Explanation Construction Theory has three components: (1) a theory of how scientific knowledge is represented in memory; (2) a taxonomy of different representations that can be formed in response to an encounter with a text presenting a theory; and (3) a set of factors that influence which of these representations will be constructed. The paper outlines each of these components and illustrates the three components by presenting examples from the domain of chemistry. The paper concludes by discussing some instructional implications of Explanation Construction Theory. Contains 26 references and a table that presents a detailed example of an explanatory model of evaporation. (Author/RS)

ED 391 152 CS 012 342

Nagy, William E.
On the Role of Context in First- and Second-Language Vocabulary Learning. Technical Report No. 627.
PUB DATE- Nov 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Context Clues; Elementary Secondary Education; Literature Reviews; *Reading Research; *Second Language Learning; *Vocabulary Development; Vocabulary Skills; Word Recognition
IDENTIFIERS- *Word Learning

The importance of context in vocabulary learning is evident from two common-sense observations: what a word means often depends on the context in which it is used, and people pick up much of their vocabulary knowledge from context, apart from explicit instruction. Available evidence supports a relatively strong version of each of these observations. Research in learning words from context reveals significant limitations of "guessing meanings from context" as a means of learning words. A single encounter with an unfamiliar word in context seldom reveals more than a fraction of the word's meaning. However, evidence can also be found that shows the limitations of decontextualized forms of vocabulary learning. Though wide reading cannot be viewed as a panacea, there is good reason to consider it a necessary condition for the development of a large reading vocabulary. Although the limits of contextual guessing must be recognized, context remains an important source of information. And although learning from context is demonstrably more difficult in a second language, second-language readers gain significant word knowledge simply from reading, and increasing their volume of reading produces significant gains in vocabulary knowledge and other aspects of linguistic proficiency. Effective use of context to disambiguate words, or to infer the meanings of unfamiliar words, depends on a variety of types of knowledge--world knowledge, linguistic knowledge, and strategic knowledge. To

NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; *Creative Writing; Critical Theory; Cultural Context; Higher Education; *Language Role; Rhetoric; *Rhetorical Theory; Self Concept; *Writing Instruction
IDENTIFIERS- *Author Text Relationship; Composition Theory; Personal Writing; *Voice (Rhetoric)

"Voice" has become a dangerous term. It has tended to imply romanticism, expressionism, and individualism--dangerous things. There are, however, two safe or prudent thoughts that can be expressed about voice and writing and four dangerous or adventuresome thoughts. The first point is that the choice between the use of terms such as text and discourse over a term like voice is not one between right and wrong but one between alternative lenses. The first two emphasize the interdependence of all utterances; the latter emphasizes individuality. Both emphases are useful. The second point is that voice, in several of its many usages, refers to ideologically uncontroversial concepts: audible voice, dramatic voice, distinctive voice, and authoritative voice. The four dangerous thoughts are as follows: (1) that to empower badly treated people and groups, academics must listen for the link between voice and self; (2) that composition must not privilege the reader's point of view at the expense of the writer's point of view; (3) that when the academic listens for intonation or J. Kristeva's semiotic, he or she is listening for the most "bodily" dimension of language; and (4) that anyone can produce writing that captures the attention and interest of readers, without training, without skill, and from the first day of class. Therefore, terms like romanticism, expressivism, and individualism are not very accurate ways of describing what is entailed in the concept of voice. (Contains 11 references.) (TB)

ED 391 172 CS 215 195

Drury, John
Creating Poetry.
PUB DATE- 91
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; Figurative Language; Imagery; *Language Usage; *Poetry; Writing Exercises; Writing for Publication; *Writing Processes
IDENTIFIERS- Voice (Rhetoric)

Encouraging exploration and practice, this book offers hundreds of exercises and numerous tips covering every step involved in creating poetry. Each chapter is a self-contained unit offering an overview of material in the chapter, a definition of terms, and poetry examples from well-known authors designed to supplement the numerous exercises. Chapters in the book are: (1) Preparing...developing your poetic sensitivity, to see the world as only you can; (2) Language...learning the fundamental tools of poetry and using them effectively; (3) Sight...refining sight and insight--to make your poetry come alive...; (4) Sound--sensitizing yourself to the music of

paper concludes by considering the level of difficulty in switching from rhetorical to circular questions in the classroom. (TB)

ED 391 192 CS 509 130

Cambridge, Vibert; And Others
Entertainment-Education and the Ethics of Social Intervention.
PUB DATE- May 95
NOTE- 11p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Education; *Developing Nations; *Development Communication; *Ethics; *Intervention; *Mass Media Role; *Mass Media Use; Media Research; Prosocial Behavior; Social Problems
IDENTIFIERS- *Entertainment; Global Markets

More specifically than the general concept of "development," the use of entertainment media as a tool for social intervention implies the purposive utilization of the mass media to engineer specific changes in knowledge, attitudes, or practice. Thus, this type of use of the entertainment media is inseparable from the notion of "what ought to be done" to attain a certain goal. Calls for the development of ethical codes for the electronic media have become more strident given the increased role entertainment television has been playing in the diffusion of information and knowledge. Ethical concerns are equally justifiable when the globalization of prosocial television practices is considered. Pro-social television is an important genre in education-entertainment practices--it merges positive attributes of entertainment with the systematics of education. It is possible to create a more textured ethical framework--one that recognizes the "deontological" (process) and "teleological" (consequence) issues associated with conceptualization, production, distribution, and consequences of entertainment-education materials developed to promote and support change. H. Nariman provides diverse guidelines which raise deontological and teleological issues. Also, borrowing from the more developed field of ethics as it applies to the press is possible. Many of the ethical principles that influence the practice of contemporary journalism are derived from ideas developed during the Age of Enlightenment, a fertile period in the evolution of human thought. Ethics and prosocial television in general continues to be a relatively neglected field of inquiry. (Contains 16 references.) (NKA)

ED 391 193 CS 509 132

Cotton, Eileen Giuffre
The Online Classroom: Teaching with the Internet.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

theoretical framework. Subjects, 16 faculty at a medium-sized state school in the southern United States and 16 faculty at a large private institution in the Northeast, were interviewed about their use of Mead Data Central's Lexis/Nexis full-text database service and about electronic mail. Results indicated that innovation characteristics are important factors affecting adoption, as are consumer characteristics. Complexity of the Lexis/Nexis service was not a problem for the respondents. Electronic mail adoption was equally low at both schools. A major distinction between the two schools was the difference in the characteristics of sources of information about the innovations--at the state school, respondents said that only informal sources for Lexis/Nexis information were available. Results also indicated a three-level typology of adopters: (1) advocates on innovation; (2) accommodators of innovation; and (3) avoiders of innovation. Findings provide support for considering resistance as an important concept for the investigation of the adoption process, and that information sources may have significant effects on resistance to the adoption of innovations. (Contains 31 notes and 2 tables of data.) (RS)

ED 391 211   CS 509 159

Herling, Thomas J.; Merskin, Debra
Adoption of Information Technology by Advertising Agencies.
PUB DATE- Aug 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Computer Attitudes; Databases; Electronic Mail; Higher Education; *Information Technology; Media Research; Online Searching; *Online Vendors; *Technological Advancement; User Needs (Information)
IDENTIFIERS- *Advertising Agencies; Computer Managed Information; Computer Users; Online User Groups; *Technology Utilization

Since little empirical research has been conducted on adoption of currently available information technology by the advertising industry, a study explored the extent of advertising agencies' adoption of selected information technologies such as online database services and electronic mail. The study discussed data from earlier studies and analyzed results of a 1994 mail survey of the top 500 United States advertising agencies consisting of questions designed to elicit information about: (1) adoption of information technologies and services, and (2) beliefs about those technologies and services. A 25% sample was drawn systematically from "Advertising Age's" listing of American advertising agencies and a sampling frame consisting of 125 agencies was developed. Of those, 77 were returned. Results concluded that 54.5% subscribed to at least 1 online database, with 31.2% using 1 service, 19.5% using between 2 and 4, and 3.9% with 5 or 6; 45.5% of the agencies did not subscribe to any database service. Findings suggest that a surprising number of advertising agencies are not fully investing in technology that is currently available and many have yet to take advantage of the information revolution that is already here. They further suggest that failure to adopt new technologies may be a result of resistance to innovation, rather than solely a lack of financial resources. Such information should be of use to

The Patterns of Teacher Compensation. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; Employment Patterns; Labor Market; Multivariate Analysis; Private Schools; Public Schools; Regression (Statistics); *Salary Wage Differentials; *Teacher Employment Benefits; *Teacher Salaries; *Teacher Supply and Demand

This report presents information regarding the patterns of variation in the salaries paid to public and private school teachers in relation to various personal and job characteristics. Specifically, the analysis examines the relationship between compensation and variables such as public/private schools, gender, race/ethnic background, school level and type, teacher qualifications, and different work environments. The economic conceptual framework of hedonic wage theory, which illuminates the trade-offs between monetary rewards and the various sets of characteristics of employees and jobs, was used to analyze The Schools and Staffing Survey (SASS) database. The national survey was administered by the National Center for Education Statistics during the 1987-88, 1990-91, and 1993-94 school years. Findings indicate that on average, public school teachers earned between about 25 to 119 percent higher salaries than did private school teachers, depending on the private subsector. Between about 2 and 50 percent of the public-private difference could be accounted for by differences in teacher characteristics, depending on the private subsector. White and Hispanic male public school teachers earned higher salaries than their female counterparts. Hedonic wage theory would predict that teacher salaries would be higher in schools with more challenging, more difficult, and less desirable work environments. Schools with higher levels of student violence, lower levels of administrative support, and large class sizes paid higher salaries to compensate teachers for the additional burdens. However, some of the findings contradict the hypothesis. For example, public school teachers working in schools characterized by fewer family problems, higher levels of teacher influence on policy, and higher job satisfaction also received higher salaries. In conclusion, the results are consistent with the hypothesis that a complex array of factors underlie the processes of teacher supply and demand and hence the determination of salaries. Teachers are not all the same, but are differentiated by their attributes. At the same time, districts and schools are differentiated by virtue of the work environment they offer. Seventeen tables and two figures are included. Appendices contain technical notes, descriptive statistics and parameter estimates for variables, and standard errors for selected tables. (Contains 84 references.) (LMI)

ED 391 231 EA 027 296

Corwin, Ronald G., Ed.; Flaherty, John F., Ed.
Freedom and Innovation in California's Charter Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 155p.
LANGUAGE- English

November 30-December 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Civil Rights; College Admission; *Compliance (Legal); *Constitutional Law; Contracts; *Court Litigation; Elementary Secondary Education; Employment Practices; Equal Education; Equal Opportunities (Jobs); Federal Legislation; Federal Regulation; Higher Education; Quotas; *Racial Balance; Racial Composition; Racial Discrimination; State Legislation
IDENTIFIERS- *Supreme Court

This paper outlines and explains legal issues related to race-based affirmative action, which is defined as race-conscious action designed to overcome manifest racial imbalance. The paper highlights the history of affirmative action and its following objectives: (1) to overcome the effects of past discrimination; (2) to ensure against future discrimination; (3) to promote diversity; (4) to overcome a two-class society characterized by racial division; and (5) to provide equitable distribution of economic resources. Sections review constitutional law of affirmative action, federal and state laws bearing on school district use of affirmative action, and the status of challenges to affirmative action. The conclusion highlights situations in which affirmative action is required, permitted, and forbidden. (LMI)

ED 391 249 EA 027 316

Swanson, Austin D.; Engert, Frank
School District Effects and Efficiency. Special Report.
PUB DATE- Apr 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Equity (Finance); Elementary Secondary Education; Expenditure per Student; Family School Relationship; High Risk Students; *Organizational Effectiveness; *Outcomes of Education; School Demography; *School Districts; School Effectiveness; Socioeconomic Influences; State Aid
IDENTIFIERS- *New York

This paper describes efforts to develop indices of student achievement, school district effort, and school district efficiency. The challenge was to develop measures that are simple to understand, yet allow comparison among districts that are not distorted by socioeconomic differences. Measures were developed for average student achievement, average school district effectiveness, and school district efficiency. Data analysis ranked the top 10 and bottom 10 districts in western New York state along each index. Data were obtained from annual State Education Department reports, "The State of Learning" reports, and media rankings of districts. Some of the policy implications suggest better use and coordination of resources already available for educational and social-support services. Other implications point to the need for additional resources for school districts that serve high proportions of students from lower socioeconomic-status families. Values of the Comer School Development Program, Glassner's Quality-School approach, Slavin's Success for All network, the Accelerated Schools network, and Sizer's Coalition of Essential Schools are

Pacific Basin Deaf-Blind Project. State & Multi State Projects
for Children with Deaf-Blindness. Final Report, 1992-1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 51p.; A product of the Hawaii University Affiliated Program Pacific Outreach Institute.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Disability Identification; Early Intervention; Education Work Relationship; Elementary Secondary Education; *Inclusive Schools; Preschool Education; *Social Integration; *Technical Assistance; Transitional Programs; Vocational Education
IDENTIFIERS- American Samoa; Federated States of Micronesia; Guam; Marshall Islands; Northern Mariana Islands; *Pacific Region; Palau

This final report describes activities and accomplishments of the Pacific Basin Deaf-Blind Project, a 3-year federally funded project to provide technical assistance to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children and youth with deaf-blindness in American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of Palau, and the Republic of the Marshall Islands. The report is organized around the project's six technical assistance objectives which stressed: provision of technical services to Departments of Education/Special Education services; the University of Guam and community colleges; service providers; specific assistance to promote the integration of children with deaf-blindness; specific assistance to refine and expand the annual census of students with deaf-blindness; and ongoing collaboration with other related technical assistance projects. Accomplishments for years 1992-93, 1993-94, 1994-95 are listed with project objectives and activities. (DB)

ED 391 267 EC 304 516

Anthony, Tanni L.
Colorado Services to Children with Deafblindness. Final Performance Report: October 1, 1992 to September 30, 1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Early Childhood Education; Early Intervention; Education Work Relationship; Elementary Secondary Education; Information Dissemination; Inservice Education; Inservice Teacher Education; Institutes (Training Programs); Parent Education; Social Support Groups; *State Programs; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Colorado

This final report describes activities and accomplishments of the Colorado Services to Children with Deafblindness program, a 3-year federally funded technical assistance project concerned with early childhood education, training of personnel and

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Applicants; *College Bound Students; College Choice; *College Preparation; *Educational Counseling; Educational Planning; Higher Education; High Schools; *High School Students; *Learning Disabilities; Legal Responsibility; Self Evaluation (Individuals); Student Rights; Transitional Programs

This paper was developed to help counselors of students with learning disabilities plan for college, by answering common student questions and providing sources of additional information. Sections of the paper discuss: (1) developing self knowledge (using compensatory learning strategies, knowing one's own strengths and weaknesses, and practicing self-advocacy); (2) understanding legal rights and responsibilities (especially relevant federal legislation, changing levels of responsibility, and privacy rights); (3) transition planning for college (evaluating college options, documenting the learning disability, and course selection/accommodative services); (4) the college application process (creating a short list, caution about course waivers and substitutions, admissions tests and accommodations, application and disclosure, and making a college choice); and (5) selected organizational and print resources for additional information. (DB)

ED 391 286 EC 304 535

Kochhar, Carol A.

Interagency, Interdisciplinary Service Coordination: A Training Resource.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jan 96

NOTE- 158p.; For a related document, see EC 304 536.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; Delivery Systems; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Integrated Services; *Interdisciplinary Approach; Program Development; Program Evaluation; Program Implementation; Regional Programs; Teamwork

IDENTIFIERS- Regional Resource Centers

This text is designed to assist state, regional, and local education agencies and other collaborating agencies to improve interdisciplinary and interagency service coordination for children, youth, and adults with disabilities in accordinace with the Individuals with Disabilities Education Act (IDEA) and other related statutes. The training guide supports the mission of Regional Resource Centers by providing technical assistance and training to improve the quality of service coordination. Chapter 1 offers a philosophy for interdisciplinary, interagency service coordination. It explores the emergence of interagency coordination within several human service sectors and examines services as an integrated system to address the needs of individuals and their families. This chapter also includes a summary of provisions for interagency coordination services; (3) explores important components in providing individualized services including interagency collaboration, goals and commitment, case management, flexible funding, family-based planning, and evaluation; and (4) describes key strategies and considerations for developing a system of care in a local district, suggesting that barriers to interagency collaboration can be overcome by a strong child services coordinator and an interagency planning process that focuses on the needs of children and families. (Contains 88 references.) (DB)

ED 391 303 EC 304 552

Brown, Wesley; And Others
Early Intervention for Young Children at Risk for Emotional/Behavioral Disorders: Implications for Policy and Practice. From the Mini-Library Series on Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 41p.; For other related documents in this series, see EC 304 550-556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Cooperative Planning; *Cooperative Programs; Demonstration Programs; Early Childhood Education; *Early Intervention; *Educational Policy; Educational Practices; Educational Trends; Eligibility; *Emotional Disturbances; Evaluation Methods; *Family School Relationship; Inclusive Schools; Individualized Programs; Parent Participation; Policy Formation; Prevention; School Community Relationship; Technical Assistance

This monograph is intended to encourage policy formation and appropriate interventions for young children with emotional/behavioral disorders (E/BD). After an introductory chapter, the second chapter analyzes policy within the areas of both behavioral disorders and early intervention, including existing labels and eligibility criteria, reluctance to deal with the category of "serious emotional disturbance," the movement toward increased inclusion and diversity, the status of the medical model, and curriculum advancements. The third chapter discusses current assessment and intervention strategies and trends, including prevention and early intervention, family-centered practices, specialized personnel, and differentiated interventions. The fourth chapter presents a model technical assistance program which stresses the importance of home-school-community collaborative planning efforts. It also identifies trends in intervention approaches including classroom-based intervention, parent training and family-based programs, technical assistance teams, and the design of proactive interventions. A concluding chapter stresses the importance of expanding and developing research and model programs which are effective in identifying young children with E/BD and preventing and/or ameliorating further behavioral disabilities. (Contains 80 references.) (DB)

ED 391 304 EC 304 553

Rutherford, Robert B., Jr.; And Others
Effective Strategies for Teaching Appropriate Behaviors to Children with Emotional/Behavioral Disorders. From the Mini-

job title upon case closure (N=84). One hundred thirty-six variables were obtained from case file reviews and grouped into three categories: demographic variables, variables associated with the client's visual status, and variables associated with case expenditures. Results are reported in detail for such variables as: gender, race, age at referral, marital status, number of dependents, educational level, age at onset of blindness, public assistance dependency, and amount of rehabilitation training. Profiles were then developed of typical individuals in each of these three categories. The greatest distinctions between groups were found in the areas of: age at time of referral; level of education prior to entry into VR; education and training during VR; and level of visual impairment at the time of referral. An appendix lists all the variables. (Contains 22 references.) (DB)

ED 391 321 EC 304 570

Foundations for NCEO's Outcomes & Indicators Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Assessment; Elementary Secondary Education; Equal Education; Evaluation Methods; Measurement Techniques; Models; Outcomes of Education; Preschool Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- Goals 2000; *Performance Indicators

This pamphlet describes the bases of the educational outcomes and indicators for students (including students with disabilities) developed by the National Center on Educational Outcomes. The importance of developing an outcomes and indicators model with a rationale, wording, and appearance that support a philosophy in which educational outcomes are equally relevant to all students is stressed. Application of the principles of access and equity in development of the outcomes and indicators is explained in the context of standards based on the Goals 2000: Educate America Act. The resulting model is illustrated and briefly described, noting the following eight domains: (1) presence and participation; (2) accommodation and adaptation or family involvement/accommodation and adaptation; (3) physical health; (4) responsibility and independence; (5) contribution and citizenship; (6) academic and functional literacy; (7) personal and social adjustment; and (8) satisfaction. Information on more detailed reports developed by the Center is also given. (DB)

ED 391 322 EC 304 571

Barnett, Deb; And Others
South Dakota Statewide Systems Change Project. Final Report, Year V.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 29 Dec 95
NOTE- 145p.; For the three attachments separately, see EC 304 572-574; and for the South Dakota Deaf Blind Project Final Report, see EC 304 581.
LANGUAGE- English

rehabilitation setting to the home school and the comprehensive planning efforts needed to coordinate this process. A section on interventions describes specific strategies for addressing cognitive and behavioral needs of students with TBI and gives suggestions for creating a physical, social, and psychological environment conducive to optimal learning for these students. The final sections consider ideas to promote awareness and understanding of TBI among students and staff members and describe Internet resources. Appended are reprints that include the following articles or measures: "Planning for Traumatic Brain Injury (TBI): A New Challenge for Special Education" (Ellie Kazuk and Denise Stewart); "General Information about Traumatic Brain Injury" (also in Spanish); "Traumatic Brain Injury: What the Teacher Needs To Know" (B. Pieper, Ed.); "Physical Facilities and Planning Checklist for Schools"; "Checklist for School Reentry"; "Welcome to a New World: A Presentation by the Traumatic Brain Injury Re-Entry Team, Tacoma Public Schools"; "Neuropsychological Assessment Test Battery"; "Traumatic Brain Injury Checklist"; "Related Services for School-Aged Children with Disabilities"; "Health Care Plan"; "Modifying the Elementary Classroom"; "Modifying the Secondary Classroom"; "Serving the Student with TBI"; "Observable Behaviors and Strategies"; "Compensatory Strategies"; and "Developing an Educational Program." (Contains 63 references.) (DB)

ED 391 341 EC 304 590

Living Our Mission, Building on Our Accomplishments: A Plan for Continued Change. 1994 Update. Five Year Strategic Plan, FY 1992-1996.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Day Programs; Decentralization; *Developmental Disabilities; Early Intervention; Family Programs; *Long Range Planning; Organizational Change; *Organizational Objectives; Preschool Education; *Program Development; Public Policy; Residential Programs; State Government; *State Programs
IDENTIFIERS- *Colorado

This report presents the 1994 update for a 5-year plan developed in 1992 which emphasizes changes resulting from restructuring Colorado state government and its departments. The first section presents the mission statement of the Division for Developmental Disabilities, a statement of the Division's operating principles, and a statement of desired outcomes. The next section describes the basic service and supports offered by the Division and current and future directions for the following areas: (1) family support; (2) early intervention services and supports; (3) case management/service and support coordination; (4) residential services and supports; (5) day program services and supports; and (6) system infrastructure and administrative services. Critical issues facing the Colorado developmental disabilities system are identified and discussed. These include: continued implementation and expansion of supports to families; community waiting lists; restructuring of health and human services; life transitions and continuity of services and supports; and downsizing of regional residential centers. Five year objectives for goals in the following areas are then presented: supporting families and

and polysemy; plural of combined words; French head-driven phrase structure grammar; semantics of metaphors; negative quantifiers and double negation; definition of phrasemes; communicative structure of French causative utterances; and a plenary session summary. (MSE)

ED 391 360 FL 023 489

Schmid, Carol
Comparative Intergroup Relations and Social Incorporation in Two Multilingual Societies: Canada and Switzerland. Occasional Paper No. 95-03.1.
PUB DATE- Oct 95
NOTE- 48p.; This paper is the eighth in a series on Nationalism, National Identity, and Interethnic Relations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Contrastive Linguistics; Cultural Context; *Ethnicity; Foreign Countries; *Intercultural Communication; Language Attitudes; Language Research; *Minority Groups; *Multilingualism; Nationalism; *Social Integration; Social Values
IDENTIFIERS- *Canada; *Switzerland

A study of national identity and social integration in two multilingual societies, Canada and Switzerland, examines the relations between Quebec and anglophone Canada and between French and German Switzerland. First, the historical setting for the emergence of multilingualism is outlined for both countries, and the demography of the major language groups is summarized. Then the role of group attitudes in preserving ethnic and national identity, and the degree to which majority and minority language groups adhere to the same core values, are analyzed. Finally, the relative social and political stability in Switzerland and the more tenuous linguistic equilibrium in Canada are reviewed. It is concluded that attitudinal differences between language groups do not disappear, even in contexts with low intergroup tension, but that mediating factors such as the unity of common political and civic culture in Switzerland affect social integration. Survey data on multiple loyalties, divergence/consensus on political issues and core values, and attitudes toward diversity and multilingualism in each country are appended. Contains 59 references. (MSE)

ED 391 361 FL 023 509

Cohen, Janice
To Improve English Skills and a Knowledge of American Culture in the Adult E.S.O.L. Learner.
PUB DATE- May 94
NOTE- 126p.; Master's Thesis, NOVA University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; Anatomy; Class Activities; Clothing; *Cultural Education; Curriculum Design; Daily Living Skills; Employment; *English (Second Language); Food; Geography; Grammar; *Humor; Instructional Effectiveness; Instructional Materials; *Language Skills; Language Tests; Material Development; Monetary Systems; Newspapers; *North American Culture; *Relevance (Education); Second Language Instruction; Skill Development; Telephone Usage Instruction; Textbooks; Time; Weather

Chen, H. Julie
Metapragmatic Judgment on Refusals: Its Reliability and Consistency.
PUB DATE- Nov 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (29th, Anaheim, CA, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Comparative Analysis; *English (Second Language); *Interrater Reliability; *Language Patterns; Language Research; Language Usage; *Native Speakers; *Pragmatics; Questionnaires; Written Language
IDENTIFIERS- *Refusals

A study investigated 42 native English-speakers' (NSs) perceptions of the pragmatic appropriateness of refusal statements. The NSs rated the appropriateness of 24 written statements in 4 different refusal scenarios, which were collected from both native speakers and non-native speakers. Four weeks later, as a reliability check, the subjects rated the same statements again. Results indicate that what one subject considered pragmatically appropriate tended to be considered the same by other speakers of the same language. Also, the stronger the pragmatic impression, the more extreme the ratings, and the higher the level of rating consistency for a statement. In addition, subjects' pragmatic judgments tended to be consistent over time, and statements made by native speakers of English were considered pragmatically more appropriate than statements made by non-native speakers as judged by native raters. Appended materials include the questionnaire used and data charts and summaries. Contains 24 references. (MSE)

ED 391 382 FL 023 542

Froehlich, Jurgen
DEUTSCHE WELLE in the Classroom.
PUB DATE- Aug 95
NOTE- 10p.
LANGUAGE- German
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; *German; Listening Comprehension; Secondary Education; Second Language Instruction; *Television; *Television Viewing
IDENTIFIERS- *Authentic Materials; *Deutsche Welle; Germany

This paper addresses how German-language teachers in the United States can use broadcasts of the German language television, "Deutsche Welle," in their classrooms. Emphasis is placed on the knowledge gained about Germany and the opportunity to not only hear, but also see, German as it is really spoken in everyday life. Care must taken to select programs where the student must understand the German, not just see the picture, to understand what is happening, and programs must be selected that are not too out of date or boring to students. Once programs have been selected, a sequence of program presentation for maximum student effectiveness is suggested. The greatest value of the Deutsche Welle programs is the challenge that they headship. The careers of a number of 17th and 18th century tutors are reviewed or cited as examples of these changes. The paper concludes that given the changes in the professoriate during the last 25 years, the increased professionalization of the tutors during the colonial period can provide important insights for colleges today. Just as the interests of teaching and research-oriented faculty can clash today, the professional standards and models of the tutors and professors clashed in the 18th century. (Contains 27 references.) (MDM)

ED 391 402 HE 028 838

Nettles, Michael T.; Perna, Laura W.
Sex and Race Differences in Faculty Salaries, Tenure, Rank, and Productivity: Why, on Average, Do Women, African Americans, and Hispanics Have Lower Salaries, Tenure, and Rank? ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 95
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Asian Americans; Blacks; *College Faculty; Faculty Promotion; Higher Education; Hispanic Americans; *Productivity; *Racial Differences; Salaries; *Salary Wage Differentials; *Sex Differences; Tenure; Whites
IDENTIFIERS- *ASHE Annual Meeting; National Study of Postsecondary Faculty

This study examined the status and conditions of salaries, tenure, rank attainment, and productivity of men and women college faculty and faculty of each of five racial groups. It is based on a subset of data on 8,114 faculty members drawn from the 1992-93 National Study of Postsecondary Faculty. The results, based on descriptive and multivariate analyses, indicate that, even after controlling for experience, education, productivity, and institutional characteristics, women received 11.3 percent lower salaries than men, had lower probabilities than men of being tenured, and were less likely than men to be full professors. While Hispanic and Black faculty received salaries comparable to those of Whites, Hispanic and Black faculty were less likely than other faculty to be tenured. The study also found that, after controlling for race, education, experience, instructional and research activities, and institutional type, women faculty had 16.7 percent higher levels of career productivity standardized by teaching field than men. Hispanic faculty were found to be 17.1 percent more productive than faculty of other race groups. The implications of these and other findings for higher education are discussed. Four appendixes provide multivariate analysis data. (Contains 38 references.) (MDM)

ED 391 403 HE 028 839

Boyle, Peg; Boice, Bob
The Structure of Good Beginnings: The Early Experiences of Graduate Students. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).

revised courses developed; (10) 2 music compositions; (11) 1 conference; and (12) 1 analytical report. The results of the study are discussed in light of recent criticisms of faculty productivity and the value of sabbaticals. (MDM)

ED 391 421 HE 028 857

Burns, Cynthia F.
Higher Education Institutions and Property Taxation: The Hidden Costs of Local Community Financial Stress. ASHE Annual Meeting Paper.
PUB DATE- Oct 95
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; *Court Litigation; Court Role; Higher Education; Local Government; Nonprofit Organizations; *Property Taxes; *School Community Relationship; *Universities
IDENTIFIERS- *ASHE Annual Meeting; Tax Exemptions

This paper examines the current trends in local property tax assessment on institutions of higher education and extrapolates the possible effects these trends may have on colleges and universities in the future. It discusses the exemption from local property taxes that most higher education institutions traditionally have had, as well as recent efforts by localities to review these exemptions, especially in times of fiscal distress. The paper reviews specific cases in which local governments have challenged the tax exempt status of specific institutions. It then examines specific strategies that local governments have used to challenge the tax exempt status of specific properties owned by colleges and universities, including properties used for residential purposes, leased facilities, and properties used for noneducational purposes. The paper also reviews cases in which local authorities have requested payments in lieu of taxes. Two appendixes provide summaries of selected cases. A total of 31 cases are cited. (Contains 30 references.) (MDM)

ED 391 422 HE 028 858

McFarland, Robert T.; Caplow, Julie H.
Faculty Perspectives of Doctoral Persistence within Arts and Science Disciplines. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Academic Persistence; *College Faculty; *Doctoral Degrees; *Educational Attitudes; Faculty Advisers; Graduate Students; Higher Education; Mentors; Student Behavior; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Faculty Attitudes

This study examined faculty attitudes toward doctoral persistence, using open-ended interviews with 40 faculty in 6 disciplines at a Carnegie Classification Research I university. It found that the overriding theme that emerged from the

DESCRIPTORS- College Applicants; Educational Finance; Federal Programs; Financial Aid Applicants; Grants; Higher Education; Paying for College; Program Evaluation; State Aid; State Colleges; *State Programs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *New Jersey

In light of significant restructuring in New Jersey higher education and shrinking public funds, this project comprehensively examined New Jersey's system of financial aid. It was conducted through the compilation and assessment of program data as well as through interviews with several individuals in the New Jersey higher education community. The project looked at the system as it is currently functioning, at state appropriations, and at the population served. Some key findings include: (1) New Jersey concentrates most of its financial assistance in the form of grants with 75 percent appropriated to the Tuition Aid Grant program (TAG); (2) the state's commitment to grant aid has placed it at the top of national rankings for aid awarded to undergraduates; (3) for needy students, TAG awards have significantly reduced the cost of attendance at New Jersey colleges and universities; and (4) TAG grants have softened the impact of recent years' tuition hikes at state colleges and universities. A final section presents policy options including establishing clear and definitive priorities for state student aid programs, consolidating and streamlining the "merit-based" programs, establishing mechanisms for measuring and demonstrating the success of aid programs, improving student aid funding and delivery stability, and continuing to assess the purpose and need for a state supplemental loan program. (JB)

ED 391 440 HE 028 891

Spring 1995 Enrollment. South Dakota Public and Private Colleges and Universities.
PUB DATE- Jul 95
NOTE- 133p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Age; College Credits; College Students; *Enrollment; Enrollment Rate; Enrollment Trends; Ethnic Origins; Full Time Equivalency; Graduate Students; Higher Education; High School Graduates; In State Students; Out of State Students; *Private Colleges; State Aid; *State Colleges; Student Financial Aid; Technical Institutes
IDENTIFIERS- *South Dakota

This report details enrollment in South Dakota colleges and universities as of the close of the second week of the 1995 Spring term. The tables present data by headcount and full-time equivalent enrollment. Opening tables show headcount enrollment for public and private institutions and public full time equivalent and headcount historical enrollment for spring 1973 through 1995. Thirty-two tables show enrollment for 1994 and 1995 supported by state funds at public and private colleges for special and terminal students, for graduate students, for degree-credit undergraduates, for special and terminal and graduate students, for resident and non-resident comparison, for resident students (a summary, degree-credit undergraduate students, special and terminal students, graduate students), for non-resident students (summary, degree-credit undergraduates students, special and terminal students, graduate students, special and terminal and graduate students), for distribution by undergraduate and graduate categories, for

White, Edward; And Others
A Detailed Study of the Relationships between Teaching, Support, Supervision and Role Modelling in Clinical Areas, within the Context of the Project 2000 Courses.
PUB DATE- 93
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Clinical Teaching (Health Professions); Educational Change; Foreign Countries; Literature Reviews; National Surveys; *Nurses; *Nursing Education; *Obstetrics; Postsecondary Education; Questionnaires; Role Models; Student Attitudes; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *United Kingdom

A study examined the relationships between teaching, support, supervision, and role modeling in clinical areas in nursing education courses within the context of Britain's Project 2000, an educational reform initiative. The main data sources were semistructured interviews with a total of 53 students, 37 practitioners, and 15 tutors in 3 nurse education centers and case studies conducted in 3 adult branch centers and 3 mental health branch centers. It was widely reported that the helping roles adopted by practitioners and tutorial staff were often understood in different ways, not systematically assigned, and relegated according to competing demands. Most practitioners wanted greater clarification of their different roles, greater familiarity with the Project 2000 curriculum, and training in assessment. Students wanted longer placements and more contact with practitioners. Assessment of students' practice was deemed problematic. Tutorial staff played an insignificant role in assessing practice, and no intentional role modeling was reported. Learning objectives were not always regarded as realistic, and tutors complained that not all practitioners commanded the knowledge necessary for working with the students. Appendixes include the following: tables detailing respondents' responses and characteristics; study timetable; interview schedules/guides; fragment of verbatim transcript of one interview; and observation protocol. Contains 139 references.) (MN)

ED 390 998 CE 070 390

Ni Mhaolrunaigh, Siobhan; And Others
An Evaluation of Shared Learning in Educational Programmes of Preparation for Nurse, Midwife and Health Visitor Teachers.
PUB DATE- Nov 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Definitions; Educational Theories; Foreign Countries; Literature Reviews; National Surveys; *Nursing Education; *Obstetrics; Postsecondary Education; Questionnaires; *Shared Resources and Services; *Teacher Attitudes; *Teacher Education; *Team Teaching; Theory Practice Relationship
IDENTIFIERS- Nurse Midwives; *United Kingdom

A study evaluated shared learning in educational programs preparing students for employment as nurses, midwives, and health visitor teachers in the United Kingdom. Data were collected from the following: descriptive survey of 17 centers

NOTE- 40p.; Tables contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correctional Education; Educational Change; *Educational Objectives; Educational Practices; Educational Principles; *Educational Supply; *Educational Trends; Employment Patterns; *Enrollment; Foreign Countries; *Role of Education; School Community Relationship; Staff Development; Standards; Teacher Education; Teacher Qualifications; Technical Institutes; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Great Britain; National Vocational Qualifications (England)

Between February and July 1995, Great Britain's further education (FE) sector was examined to gather information for use in making policy decisions regarding FE. The major phases of the project were as follows: development of an occupational map by research and interviews with individuals involved in administering and delivering FE services; development of a functional map based on information gathered during project team meetings, steering group and regional practitioner workshops, and feedback from sector organizations/colleges; and coordination of the functional map with existing national standards by identification and collation of existing standards to identify gaps. The resultant occupational map included information about the following aspects of the FE sector: jobs/job titles; the FE sector as a part of Great Britain's labor market; employment in the subsectors of FE; qualifications and staff development; initial teacher training, other inservice qualifications; support staff; other staff development; numbers of qualified staff; FE in Scotland; adult education, and trends/changes in the sector. Included in the functional map was information about values in the FE sectors, the functions of the key areas of FE, and overlaps or connections with other sectors. (Appended is information about the project objectives and methodology and the FE sector's size and scope.) (MN)

ED 391 017 CE 070 582

Chappell, Clive; Melville, Bernice
Professional Competence and the Initial and Continuing Education of NSW TAFE Teachers. A High Quality Teaching Workforce for TAFE NSW. Report Part 1.
SPONS. AGENCY- New South Wales Dept. of TAFE, Ultimo (Australia).
PUB DATE- 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Educational Needs; Educational Research; Foreign Countries; *Inservice Teacher Education; *Knowledge Base for Teaching; Occupational Information; Postsecondary Education; *Preservice Teacher Education; *Teacher Competencies; Teacher Improvement; Teacher Qualifications; Teaching Skills; Technical Institutes; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Australia (New South Wales); *TAFE (Australia)

This report summarizes the results of a project to develop a professional competence description for teachers in technical and further education (TAFE) in New South Wales to inform the initial and continuing educational needs of the profession. Chapter 1 discusses the conception of competence that underpins professional practice and includes a brief summary of the

of Youth.
PUB DATE- Dec 95
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Educational Cooperation; Graduate Study; Masters Degrees; *Masters Programs; Program Development; Program Implementation; Secondary Education; Special Education; Special Education Teachers; Special Needs Students; Teacher Improvement; *Team Teaching; Teamwork; Vocational Education; Vocational Education Teachers

In an effort to support the public schools' initiatives to develop effective schools for all students, particularly those who are work bound, the College of Education at Virginia Polytechnic Institute and State University instituted a graduate program aimed at preparing collaborative instructional leaders. The major goal of the program was to develop a team of instructional leaders from academic, vocational, and special needs subject areas that would collaborate in new approaches to teaching and learning for workbound students in their schools. A group of four faculty representing the areas of secondary, special needs, vocational education, and school leadership formed a cooperative partnership in Fall 1995 to plan and deliver the program. A Master's program was developed that would be delivered off campus. A common curriculum with flexibility to pursue either a Master's degree in curriculum and instruction or vocational and technical education was prepared. The proposed program was shared with the superintendents of schools and their staff responsible for the academic, vocational, and special needs programs in the local school division. A group of 46 teachers representing 8 local school districts were chosen to participate. The first phase of the program was aimed at building collaborative team skills and a knowledge base about work force preparation programs, academic course content, and educating special and diversified student populations. Two additional phases were planned. (YLB)

ED 391 035 CE 070 603

Imrie, Brad; And Others
Commitment to Higher Vocational Education.
PUB DATE- Jun 95
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Educational Certificates; *Educational Development; Educational Quality; Foreign Countries; Higher Education; Student Certification; *Vocational Education
IDENTIFIERS- *Hong Kong

This publication is a history of the College of Higher Vocational Studies (CHVS) since it was established in 1991 and provides commentary on developments in higher vocational education in Hong Kong during a period of unprecedented change and development in the provision of the Higher Diploma.
"Principal's Diary" (Bradford Imrie) describes the significant first week in January 1993. "CHVS Commitment" (Bradford Imrie) provides an overview of the achievements of CHVS during a period of rapid growth and of considerable institutional

IDENTIFIERS- *Correctional Officers; *Florida (Collier County)
The Collier Country (Florida) Sheriff's Office has initiated a voluntary career development program for law enforcement and corrections officers holding ranks of lieutenant and below. The career development program is implemented through a systems approach that integrates career planning and individual assessment with performance evaluation, training, education, and compensation. The program's desired outcomes are to increase job satisfaction, improve levels of performance, and promote a healthier organizational climate. All program participants receive individual and group counseling, and all participating supervisors attend 2-day career development and performance evaluation workshops that emphasize supervisors' roles/responsibilities in providing technical and career information and serving as mentors. Participants also undergo an extensive assessment program that includes batteries of tests and self- and peer assessments. The curriculum consists of four core components: academic endeavors; community service; physical fitness; and firearms proficiency. The fifth component, job rotation/special assignment, may also be offered by special arrangement. A system of monetary rewards that is distinct from the agency's eight-step salary schedule is used to reward officers for participating in the program. To date, interest in the career development program has been highest among younger deputies with fewer than 5 years at the agency. (MN)

ED 391 053 CE 070 636

Bowman, Harry L.; Brown, G. Wayne
Implementation of Outcomes-Based Accreditation To Assure Quality in Technical Education.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Agency Role; *Educational Quality; Evaluation Criteria; Job Training; Postsecondary Education; Systems Approach; *Technical Education
IDENTIFIERS- *Council on Occupational Education; *Quality Assurance
The Council on Occupational Education, Inc. (COE) is a not-for-profit corporation that was established in 1994 to serve as a national accreditor for all providers of postsecondary work force training and education who can meet its standards. The COE has developed a new system of quality assurance for occupational education that emphasizes the following components: occupational skill standards as the basis for program design; skill assessment/certification as the basis for assessing program effectiveness with individuals; and job placement of training recipients as the basis for assessing institutional effectiveness in meeting job market needs. COE's mission is to ensure quality and integrity in career and work force development. COE has proposed working closely with all levels of government. The Council meets regularly with representatives of other national vocationally related accreditors and has a major (although not exclusive) commitment to publicly funded occupational education programs. In addition to accrediting career and work force development providers, COE

of British liberal adult education is not the real issue; the real issue is whether, as a movement whose time had come in the 1970s, U3A can sustain its momentum through the 1990s into the 21st century and beyond. It proposes that, for U3A to retain its momentum and relevance, it needs to address the related issues of broadening the membership base and forming a national organization. Appendixes include 42 references, participant list, and draft letter requesting information. (YLB)

ED 391 071 CE 070 676

Charters, Margaret A.
Methods of Comparative Androgogy: An International Expert Seminar (Bamberg, Germany, September 24-27, 1995).
PUB DATE- Sep 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Andragogy; *Comparative Analysis; *Comparative Education; Cross Cultural Studies; Educational Research; Foreign Countries; International Education; International Educational Exchange; *Research Methodology; Research Needs; *Research Problems; Research Projects; Seminars

A seminar collected, shared, and discussed the consensus on definitions, standards, methods, and current problems in research methodology in comparative andragogy. Alfred Hierold opened the seminar with a brief history of the evolution of the University of Bamberg. The opening session focused on the importance of the researcher as a tool in comparative research. The first working session reviewed the diverse purposes of comparative research. Alexander Charters et al. provided an historical and current review of the structures, patterns, and methods used in adult education comparative research. Four quite different research processes were described and critiqued based on four books: "Landmarks in International Adult Education"; "Workers' and Postsecondary Education"; "Strengthening Adult and Continuing Education"; and "Continuing Education in Higher Education, Academic Self-Concept, and Public Policy in Three European Countries." Seminar participants considered problems and pitfalls in current comparative andragogy. Colette Dufresne-Tasse reported that adult education in the museum has never been subjected to in-depth comparative analysis. Zoran Jelenc reported on adult education research trends in Central and Eastern European countries. Wolfgang Jutte addressed problems in translation in comparative adult education. Madeleine Blais described a comparison of the effects of university studies on various dimensions of the adult's life between Montreal and Caracas. Mahoto Yamaguchi's concerns related to the development of indicators as an effective source of basic data to help comparative analysis. Concerns remaining at the seminar's end were identified. (YLB)

ED 391 072 CE 070 677

Theuerkauf, Walter E.
Development of High-Tech Skills.
PUB DATE- Dec 95
NOTE- 23p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- *Building Trades; Career Choice; Career Development; Change Strategies; Employed Women; Employment Level; Employment Opportunities; *Employment Patterns; Equal Opportunities (Jobs); Foreign Countries; Individual Characteristics; Literature Reviews; National Surveys; *Nontraditional Occupations; Promotion (Occupational); Questionnaires; *Recruitment; Secondary Education; *Sex Fairness; Tables (Data); *Vocational Education

IDENTIFIERS- *United Kingdom

The following activities were conducted to identify strategies for improving the representation of women in professional, managerial, and technical occupations in the United Kingdom's building industry: literature review; mail questionnaire to which 468 (63.8%) of the 733 women contacted responded; group discussions with 32 women employed in the building industry, career advisers, building educators, and employers; and telephone interviews with seven key industry figures. The findings were synthesized into a plan calling for the following actions: promote public awareness of the role of women in building; support educational initiatives in building; promote general school/college liaison activities; offer work placements/work shadowing for girls/young women and teachers/career advisers; improve parents', teachers', and career advisers' knowledge of careers in building; make the business case for equal opportunities in the building industry; ensure that the principle of equal opportunity is followed in recruitment activities; help older women enter professional careers in building; train women in the skills needed to deal with difficult people; counter the negative image of women-only events; ensure that building employers take equal opportunities seriously; and help women combine work and family life. (Contains 29 tables/figures and 174 references. Appended are the following: study methodology, questionnaire, and 14 additional tables/figures.) (MN)

ED 391 091 CE 070 706

Hirsh, W.; And Others

Careers in Organisations: Issues for the Future. Report 287.

PUB DATE- 95

NOTE- 65p.; Study supported by the IES Co-operative Research Programme.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adjustment (to Environment); Adult Education; *Career Development; *Career Planning; *Employer Employee Relationship; *Employment Patterns; Foreign Countries; *Labor Force Development; *Organizational Change; Organizational Climate; Organizational Objectives; Organizations (Groups); Self Actualization; Synthesis; Trend Analysis; Work Environment; Workshops

IDENTIFIERS- *United Kingdom

Career issues facing individuals employed in organizations in the United Kingdom were examined in 12 1-day workshops that were attended by more than 150 individuals from 65 different organizations. The following career issues received particular attention: the career development environment; changes in organizational career management; the shift to self-development; roles/responsibilities in career development; developing an organizational strategy for careers; and unresolved issues/tensions in individuals' and organizations' career and labor force development objectives. The workshops made it clear that many of the United Kingdom's major employing achieved. The portfolio provides the format for the process and documentation of career development while giving individuals and programs standards for assessment. (JBJ)

ED 391 111 CG 025 972

Schmeiser, Cynthia B.
Ethics in Assessment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Codes of Ethics; Counselor Evaluation; *Ethics; *Evaluation; Evaluation Methods; Evaluation Problems; Peer Evaluation; *Professional Associations; *Standards
IDENTIFIERS- ERIC Digests

Promoting ethical practices in assessment is considered to be a very important goal of the organizations involved in assessment. Codes are intended to increase the awareness of ethical practice among their memberships and to promote ethical uses of assessment in various contexts such as teaching, counseling, evaluation, and research. The level of enforcement that each organization takes is directly tied to the character of membership in the organization, whether it is voluntary or tied to a credential or designation. The more stringent the requirements are for membership in an organization, the easier it is for that organization to establish a more formal means of discipline and enforcement. Educating others to understand and to engage in ethical practices is a critical goal. Illustrations of good and bad practice within realistic assessment contexts and discussions of ethical dilemmas are excellent ways of promoting ethically responsible practice in assessment. (JBJ)

ED 391 112 CG 025 973

Sedlacek, William E.; Kim, Sue H.
Multicultural Assessment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bias; *Cultural Awareness; Cultural Pluralism; *Culture Fair Tests; Ethnic Bias; Evaluation; Evaluation Methods; *Evaluation Problems; Evaluation Research; Intercultural Communication; Personality Assessment; Psychological Evaluation; Racial Bias; Sex Bias; *Test Bias; *Test Construction; Testing; Test Interpretation
IDENTIFIERS- ERIC Digests

More valid assessments for multicultural populations would help counseling professionals better serve their clients and improve the lives of many people whose backgrounds and experiences may differ from those of White clients. Four common misuses of multicultural contexts are: (1) assuming that labeling something solves the problem; (2) using measures normed on White populations to assess non-White people; (3) ignoring the workplace issue is balancing work life and home life. Accordingly, the company decided to look more closely at its response to paid work and family issues. This document describes Union Gas' experience and policies to encourage other employers to identify employee needs and take steps toward creating more family-supportive workplaces. Chapters are: (1) Support for Family Care; (2) Retiree Support; (3) Flexible Work Arrangements; (4) Family Leaves; (5) Relocation Assistance; (6) Health and Wellness Promotion; (7) Conclusion; and (8) The Policies. (JBJ)

ED 391 132 CG 026 781

Palis, Regina
Female Athletes Facing Discrimination: Curriculum Regarding Female Athletes.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletes; Athletics; Course Content; *Curriculum Guides; High Schools; High School Students; Lesson Plans; Secondary Education; *Sex Bias; Sex Discrimination; *Womens Athletics; Womens Studies

There continues to be oppression among female athletes, even after the enactment of Title IX in 1972. Female athletes in secondary schools deal with low self-esteem, eating disorders such as anorexia and bulimia, and depression. Female athletes struggle with societal pressures to maintain a model-like figure, while trying to train and perform for an athletic event. This 5-day curriculum focuses on secondary female athletes 16-18 years of age. The purpose of this curriculum is to educate these females on the discrimination they face, to provide them with tools to become aware of oppressive acts, to build self esteem and confidence, to provide awareness of racial discrimination among female athletes of color, and to provide role models of successful and talented female athletes. The curriculum covers (in order by day): (1) societal issues, stereotypes and incidents within female athletes; (2) how the media portrays male and female athletes differently; (3) questionnaires and activities the students can engage in, along with discussion of racism issues in female athletics; (4) salary differences between male and female athletes and societal pressures placed upon female athletes to perform to a societal ideal; and (5) positive aspects of being a female athlete. (JBJ)

ED 391 133 CG 026 782

Heritage, Jeannette G.; And Others
Effects of Support on the Attitude of the Primary Caregiver of a Child with Down Syndrome.
PUB DATE- Nov 94
NOTE- 38p.; Paper presented at the Southern Association for Counselor Education & Supervision (Charlotte, NC, November 3-6, 1994), the Southeastern Conference of Counseling Center Personnel (Chattanooga, TN, November 9-11, 1994), and the Tennessee Counseling Association, (Chattanooga, TN, November 20-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

some extent, world knowledge and strategic knowledge can help compensate for limitations in second-language learners' linguistic knowledge. (Contains 67 references and 2 notes.) (Author/RS)

ED 391 153 CS 012 343

Anderson, Richard C.; And Others
On the Logical Integrity of Children's Arguments. Technical Report No. 628.
PUB DATE- Nov 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Communication Research; Discourse Analysis; Grade 4; Intermediate Grades; *Language Patterns; Logical Thinking; *Persuasive Discourse
IDENTIFIERS- *Communication Behavior; Conversation

A study investigated properties of children's naturally occurring arguments. The arguments were sampled from transcripts of 20 discussions held in 4 fourth-grade classrooms. The principal findings were that children's arguments are filled with seemingly vague referring expressions; that the arguments sometimes do not contain explicit conclusions; and that the arguments almost never contain explicit warrants to authorize conclusions. However, the missing or obliquely identified information usually is given in the text or preceding discussion or is a commonplace from everyday life and readily inferable by actively cooperative participants in the discussion. Children seldom back their arguments by appealing to general principles, except when the foundation for the argument is disputed or seems confusing. At a more general level, findings suggest that it is possible to give a coherent account of children's arguments within the framework of informal deductivism augmented with speech act theory. (Contains 27 references, 1 note, and 1 table of data.) (Author/RS)

ED 391 154 CS 012 344

Sinha, Shobha; Janisch, Carole
A View of Reading Practices in the Intermediate Grades: Treatment of Discourse Types. Technical Report No. 629.
PUB DATE- Nov 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Intermediate Grades; *Reader Text Relationship; *Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; Research Needs; *Text Structure
IDENTIFIERS- Text Types

Two theoretical perspectives are woven together to frame an approach to classroom reading instruction. Viewing reading instruction from a literary perspective and a psychological perspective has the potential to help students understand the distinctions between different text types and the various purposes for reading--information, enjoyment, and emotional engagement. Three vignettes describe actual intermediate-grade reading lessons, specifically focusing on practices relevant to the theories. To help students achieve a high level of engagement and understanding, the classroom reading program needs to incorporate both the literary perspective and the words; (5) Movement...developing the rhythmic qualities that make poems sing...; (6) Shaping--understanding and using the basic unit of which poems are made; (7) Patterns & Traditions--taking advantage of the full array of poetic forms; (8) Voice--becoming aware of the five nuances of how the words are connected and revealing each poem's implied speaker; (9) Sources of Inspiration--opening up to all the potential sources of poetry; (10) Things to Write about--transforming what's general into the specific; (11) Other Arts, Other Influences--appreciating and drawing inspiration from the interrelationship among all the arts and sciences; and (12) Finishing--bringing each poem to successful completion. An appendix offers advice on submitting poems to magazines. (RS)

ED 391 173 CS 215 196

The Merriam-Webster Concise Handbook for Writers. The Writer's Resource.
PUB DATE- 91
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- *Editing; Elementary Secondary Education; *Grammar; Higher Education; *Proofreading; *Punctuation; Rhetoric; *Writing (Composition); Writing Skills
IDENTIFIERS- Rule Application; Stylistics

This handbook for writers is designed to be a practical guide to the conventions of the English language in its written form. The handbook also offers information and advice on composition and grammar and on a selection of other editing- and publishing-related topics. Chapters in the book are: (1) Punctuation; (2) Capitals, Italics, and Quotation Marks; (3) Plurals, Possessives, and Compounds; (4) Abbreviations; (5) The Treatment of Numbers; (6) Composition and Grammar; (7) Notes and Bibliographies; (8) The Treatment of Quotations; and (9) Copyediting and Proofreading. (RS)

ED 391 174 CS 215 197

Fischer, Ann; Northey, Margot
Impact: A Guide to Business Communication.
PUB DATE- 93
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Business Communication; *Communication Skills; *Grammar; Higher Education; Job Application; Language Usage; Punctuation; Writing Exercises; *Writing Processes; *Writing Skills
IDENTIFIERS- Writing Contexts

Helping business students to communicate better, this book addresses approaches and techniques for planning messages and selecting media, discusses a broad range of business writing situations, and covers key situations most managers would face on the job. Exercises in the book were written at two levels of difficulty (those applying basic techniques and those requiring a broader angle of decision-making skills), and most of the exercises have an oral as well as a written component. Chapters in the book are: (1) Thinking about Communications; (2) Strategies in Planning Messages; (3) Writing Clearly; (4)

DESCRIPTORS- *Class Activities; Educational Games; Elementary Secondary Education; *Fables; Information Seeking; Instructional Innovation; *Internet; Lesson Plans; *Online Systems

IDENTIFIERS- Gopher; *Netscape; Telnet

Presenting a wide array of Internet addresses and sample lessons, this book shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The ideas and lessons in the book help students to communicate with people in faraway places; gather information from around the globe; develop sophisticated research skills; increase knowledge across the curriculum; strengthen creative abilities; develop fluency in keyboarding, reading, and writing; and engage in both cooperative and independent learning. Topics covered in the book include e-mail, Netscape, megapages, Gopher, FTP, Telnet, and HTML. Chapters in the book are: (1) What Is This Thing Called "the Internet"?; (2) E-pals and Keypals; (3) Netscaping; (4) Surfin' the Megapage; (5) Just for the Little Kids; (6) Go for Fables, i.e. Gopher Fables; (7) FTP=Fairy Tales Please; (8) A Book an Hour; (9) Telnet, Anyone?; (10) Searching; (11) The ABCs; (12) A Whale of a Time; (13) The News; (14) Get a Job!; (15) Look Who's Talking; (16) Virtually Together in D.C.; (17) Games People Play; and (18) HTML and YOU. A 30-item select bibliography and information on 6 commercial on-line services in the United States and Canada are attached. (RS)

ED 391 194   CS 509 136

Garard, Darin

Defining the At-Risk Student: Conceptual and Theoretical Considerations.

PUB DATE- 18 Nov 95

NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Community Influence; *Definitions; Elementary Secondary Education; *Family Influence; *High Risk Students; Literature Reviews; Models; Research Needs; *Social Influences

IDENTIFIERS- *Educational Issues

Educational researchers should expand their methodology to include the student's voice and to consider the impact of the student's environment when defining being "at-risk of failure" or "at-risk of dropping out of school." Current definitions of who is at-risk place the onus of at-riskness entirely within the student. Researchers have approached the notion of at-riskness from an epidemiological framework, which results in definitions based on characteristics of populations and which fail to regard individual voices within those populations. Several scholars, however, have attempted to alter the current trend of framing at-riskness from the epidemiological model. Educators and researchers need to acknowledge the importance of the environment as a factor in being identified as at-risk. Grounded in systems theory, at-riskness can be conceptualized as a set of cogs or spheres (representing the external factors of sociocultural, community, schooling processes, and family) with the internal factors of the student in the center. These spheres can rotate at different rates as the intensity of the interaction of the student with various external factors change. Such a model may add to the present conversation on students in university advertising departments who are future advertising professionals. (Contains 8 tables and 35 references.) (CR)

ED 391 212 CS 509 161

Dudczak, Craig A.
Heuristic Elements of Plausible Reasoning.
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Cognitive Processes; Cognitive Style; Decision Making; Epistemology; *Heuristics; Higher Education; *Inferences; Logical Thinking; Persuasive Discourse; *Thinking Skills
IDENTIFIERS- *Plausibility Approach

At least some of the reasoning processes involved in argumentation rely on inferences which do not fit within the traditional categories of inductive or deductive reasoning. The reasoning processes involved in plausibility judgments have neither the formal certainty of deduction nor the imputed statistical probability of induction. When utilizing these judgments, persons employ heuristic principles which operate as tacit decision rules. Plausible reasoning is characterized by defeasible premises--assumptions which are capable of being nullified--and abductive reasoning--inferences which best explain a set of data. These anchor how judgments based on plausible reasoning are understood. A defeasible assumption operates as a belief persons accept, but with a qualified commitment. It is proposed that the cognitive principles which inform these judgments rely on the use of heuristic principles. Four heuristic principles investigated as decisional strategies under conditions of uncertainty were: representativeness, used to decide whether a person or object possesses the characteristics of some class or group; availability, used to evaluate the frequency or likelihood of an event based upon how quickly instances come to mind; simulation, used to estimate the consequences of a series of events by employing construction of hypothetical scenarios; and adjustment and anchoring, used to estimate related events by beginning at a reference point recognized as an accurate anchor. Heuristic principles allow at least a partial explanation of how persons implement certain types of plausible decisions under conditions of uncertainty. (Contains 19 references.) (CR)

ED 391 213 CS 509 163

Greenwood, Vanessa Elaine
Commercialism in the Classroom: The Controversial Partnership of Education and Business.
PUB DATE- Nov 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Charter Schools; Contracts; *Educational Innovation; Elementary Secondary Education; Enrollment; Government School Relationship; *Institutional Autonomy; Institutional Characteristics; Job Satisfaction; *Nontraditional Education; Parent Participation; Student Characteristics; Student Placement; *Teacher Qualifications; Teacher Role
IDENTIFIERS- *California

The charter-schools movement provides the opportunity to observe whether granting schools freedom from most state regulations actually produces more freedom for school administrators and teachers, and whether this autonomy produces other distinctive outcomes. This report summarizes findings of Southwest Regional Laboratory's (SWRL's) statewide survey of California charter schools. During 1994-95, 54 administrators and 230 teachers returned questionnaires that had been mailed to the 66 charter schools operating in California at the time. Survey responses were also received from 46 principals of noncharter (comparison) schools in California and 63 charter schools across the United States. Data are presented on school characteristics, institutional autonomy, educational innovation, teacher characteristics and effectiveness, and access to education. High-autonomy schools more often reported greater freedom and less cooperative relationships with unions; fewer purchasing restrictions and more money for instruction; more parent participation; and more at-risk students. Compared to their counterparts in regular schools, charter-school teachers reported that they had more influence but heavier workloads. Teachers in new charters were the least secure about their jobs but were among the most satisfied with their jobs. The most common innovations were related to instructional strategies, site-based governance, and parental participation. The data indicate that, as a group, charter schools do not select the most able, privileged students, nor do they exclude those who have been traditionally underserved. However, some evidence suggests that, in comparison to other schools, charter schools tend to skim students who come from low-income families, have below-average test scores; and qualify for special education, and/or they tend to select students from privileged families. Certain types of charter schools are less accessible than others to underserved, at-risk children. A total of 43 figures and 15 tables are included. (Contains 45 references.) (LMI)

ED 391 232 EA 027 297

Lee, Valerie E.; And Others
Another Look at High School Restructuring. More Evidence That It Improves Student Achievement and More Insight into Why.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Standards; Active Learning; Educational Environment; High Schools; *High School Students; Instructional Effectiveness; *Organizational Climate; *School Organization; *School Restructuring

This report expands on earlier research that found evidence of described. In conclusion, the consideration of more dimensions of school-district performance reveals that many districts, not normally recognized for their effectiveness, are making important contributions to the intellectual growth of their students. Five tables and appendices containing statistical tables are included. (Contains 47 references.) (LMI)

ED 391 250 EA 027 317

Crews, Alton C.; Weakley, Sonya
Hungry for Leadership: Educational Leadership Programs in the SREB States.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Educational Administration; Elementary Secondary Education; *Leadership; *Leadership Training; *Management Development; *Partnerships in Education; Professional Continuing Education; Professional Development; School Business Relationship; *State Action; State Programs
IDENTIFIERS- Southern Regional Education Board; *United States (South)

This report documents the status of leadership training in 15 states in the southern United States. It notes that the public push for increased accountability necessitates the preparation of leaders who can stimulate peak performance. The report offers information on the Southern Regional Education Board's Leadership Academy, which has identified the following components of effective leadership development: goal setting; long-term interactive training; a personal plan of improvement; reflective thinking; coaching and mentoring; partnerships and collaborations; and comprehensive evaluation. The document offers a state-by-state review of educational leadership programs in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Leadership-development programs face challenges of building public support for leadership training, developing corporate connections, and committing to long-term investment. A list of state directors of leadership programs is appended. (LMI)

ED 391 251 EA 027 319

Hargreaves, David H., Ed.; Hopkins, David, Ed.
Development Planning for School Improvement.
PUB DATE- 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Development; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; International Education; Long Range Planning; Professional Development; *Program Implementation; *School Culture; School Effectiveness
IDENTIFIERS- *United Kingdom

Development planning has recently become a commonly adopted strategy for school improvement in the United Kingdom. Development planning is a description and more formal families, transition services from school to adult services, parent support, and dissemination of information. The project provided three summer training sessions serving approximately 53 professionals, provided training during the school year to over 200 professionals and parents, and collaborated with a variety of related agencies and organizations. Project newsletters, brochures, and inservice training materials were also developed. Individual sections of the report address the project's purpose, goals, and objectives; conceptual framework; accomplishments; problems; evaluation findings; and impact. (DB)

ED 391 268 EC 304 517

Trent, Connie
Services for Students with Dual Sensory Impairments (SSDSI). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 27 Dec 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Consultation Programs; *Deaf Blind; Disability Identification; Early Childhood Education; Elementary Secondary Education; Infants; *Inservice Education; Interdisciplinary Approach; Parent Education; *State Programs; Student Evaluation; *Technical Assistance
IDENTIFIERS- *Florida

This report describes activities and accomplishments of the Dual Sensory Impairments Program in Florida, a 3-year federally supported program, housed at Florida State University, to provide technical assistance and other services to students, ages 0 to 21, with deaf-blindness. A change in priorities concerning infants (ages 0 to 2) is noted as the state took on the responsibility for direct services to this age group over the 3 years of the project. The new priority de-emphasized direct service responsibilities and emphasized technical assistance services for all ages (0 to 21). Specific project activities were developed to achieve the following goals: (1) identifying and reporting students (an overall increase of 149 students was reported); (2) increased technical assistance services (including student-specific on-site visits, inservices, workshops, presentations at conferences, other training activities, development of multidisciplinary assessment teams, initiation of a toll-free telephone line for parents, and dissemination of a variety of project-developed materials); and (3) coordination with other agencies and interested groups. (DB)

ED 391 269 EC 304 518

Parrish, Thomas B.
Fiscal Issues Related to the Inclusion of Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; Compliance (Legal);

in recent laws. Chapter 2 outlines eight essential functions of interdisciplinary and interagency service coordination and examines the roles of the service coordinator. The third chapter focuses on the practical aspects of developing and managing interagency service coordination and presents a 10-step strategic plan for implementation. Chapter 4 offers examples of service coordination in operation for infants and young children; pre-adolescents, teens, and their families; and young adults. Discussion questions accompany each of the 11 case examples. The final chapter reviews basic evaluation principles and reinforces the concept of evaluation for improvement and renewal. The focus is on assessing service outcomes, systems change, and improvement at local and state levels. (Contains 40 references.) (DB)

ED 391 287 EC 304 536

Bell, Jane E.; Shaffer, Joyce D.
Let's Get It Together! A Training Sequence.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 192p.; For a related document, see EC 304 535.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agency Cooperation; *Change Agents; *Change Strategies; Cooperative Programs; *Disabilities; Elementary Secondary Education; Inservice Education; *Interdisciplinary Approach; Program Evaluation; Staff Role; *Teamwork; Workshops

This training manual is designed for use with groups of individuals involved in initiating or improving interagency, interdisciplinary service coordination and is especially suitable for teams training together to provide better services for children, youth, and adults with disabilities. The training program consists of six modules requiring an estimated time of about 18 hours. An introduction outlines the program's objectives, intended audience, facilitator qualifications, and requirements for success. A section for facilitators summarizes module format, details facilitator responsibilities, and highlights facilitator choices. Each module includes a cover sheet listing needed materials and equipment, training time, an outline of the instructional sequence including suggested script, and a materials section of transparency masters and handouts. Module 1 sets the philosophical frame, explores belief systems, and defines interagency interdisciplinary service coordination. Module 2 introduces scenarios as a basis for practice applications, examines why change agents fail, and identifies challenges to successful interagency service coordination. Module 3 leads participant teams through processes of identifying partner membership, initial member assessments, identifying priority service needs, and developing mission statements and cooperative agreements. Module 4 introduces models of interagency service coordination, describes essential management tasks, and examines the role of service coordinator. Module 5 examines the essentials of sound program evaluation as it relates to interagency service coordination efforts. Module 6 offers practical techniques for persuading families, consumers, other agencies, and superiors to support interagency service coordination efforts. (DB)

ED 391 288 EC 304 537

Library Series on Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 47p.; For other related documents in this series, see EC 304 550-556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anger; *Behavior Change; *Behavior Disorders; Behavior Modification; Classroom Environment; Classroom Techniques; Cooperative Learning; *Curriculum Development; Elementary Secondary Education; *Emotional Disturbances; Interpersonal Competence; Self Control; Self Management; *Social Behavior; Teaching Methods

This monograph is intended to help special educators design social behavior curricula that teach alternative or replacement behaviors for negative behaviors to students with emotional/behavior disorders (E/BD). Each section contains a brief description of a behavior replacement technique, an explanation of why a particular technique works, conditions or circumstances influencing the effectiveness of the technique, and guidelines for implementing the technique. A chapter is given to each of the following sets of techniques: (1) social skills training; (2) cooperative learning; (3) anger management; and (4) self-control strategies. (Contains 51 references.) (DB)

ED 391 305 EC 304 554

Muscott, Howard S.; And Others
Planning and Implementing Effective Programs for School-Aged Children and Youth with Emotional/Behavioral Disorders within Inclusive Schools. From the Mini-Library Series on Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 57p.; For other related documents in this series, see EC 304 550-556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Change Strategies; Classroom Techniques; Delivery Systems; Educational Change; *Educational Planning; Elementary Secondary Education; *Emotional Disturbances; *Inclusive Schools; Mainstreaming; *Program Development; School Community Relationship

This monograph provides a structured planning process and information on best educational practices for serving students with emotional/behavior disorders (E/BD) placed in general education classrooms. After an introductory chapter, the guide: (1) addresses the controversy concerning inclusion for students with emotional/behavioral disorders; (2) considers the challenges involved in inclusion of these students and attempts to reframe the challenges as indicators of some of the problems present in the current educational system; (3) introduces a planning process for preparing schools and students for inclusion; (4) explains the four phases of the planning process (gain school and community support and commitment for inclusion, develop school-wide organizational structures that support inclusion, design and deliver classroom-based

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Consultation Programs; Day Care; *Educational Change; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Parent Education; Program Development; *Severe Disabilities; Social Integration; *State Programs; Systems Approach; *Team Training; *Technical Assistance
IDENTIFIERS- *South Dakota

This final report describes activities and accomplishments of the South Dakota Statewide Systems Change Project, a 5-year federally supported project to establish a system of educational services to support children with severe disabilities within general education settings. The project provided extensive training, information, and technical assistance to educators, families, students, and administrators. Over the last 2 years of the project, 8,257 individuals received training, consultation, or technical assistance. Typical topics covered in the training included creative problem solving, effective team meetings, modifications and adaptations, team building, time management, and involving families. The project's fifth year was focused on encouraging previously trained teams to become more self-directed. Other project activities addressed the need for changes in laws, regulations, and policy; development of local interagency networks; and dissemination of information materials developed by the project. Three products are attached: (1) "The Systems Change Primer: A Closer Look at Inclusion," a guide for educators and school systems developing full inclusion programs; (2) "Welcoming Parents as Partners," a guide to help educators encourage parent participation on the team serving the child; and (3) "Welcoming All Children: A Closer Look at Inclusive Child Care," a guide for child care service providers. (DB)

ED 391 323 EC 304 572

Barnett, Deborah; And Others
The Systems Change Primer: A Closer Look at Inclusion.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 59p.; In: South Dakota Statewide Systems Change Project; see EC 304 571.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Check Lists; Classroom Techniques; *Deaf Blind; Educational Planning; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Parent Participation; Peer Relationship; Program Development; Pupil Personnel Services; Self Evaluation (Groups); *Severe Disabilities; Social Integration; *Teamwork

This guide is intended to help in planning inclusive educational programs for children and youth with deaf-blindness or other severe disabilities. The guide covers: the importance of "person first language" in referring to people with disabilities, the roles of all participants in the inclusive school community; increasing awareness; creating a working team; suggestions for team operation; including parents as children; home, work, and social life; community infrastructure; transitions; and system evolution and improvement. Appendices provide additional information on the Division for Developmental Disabilities planning process, the Colorado Developmental Disabilities System, and major services and supports most frequently utilized and funded by the Division. (DB)

ED 391 342 EC 304 591

Community Integrated Employment. Outcome Report, July 1990 to June 1991.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Community Programs; Decision Making; *Developmental Disabilities; *Employment Patterns; *Outcomes of Treatment; Participant Characteristics; Participant Satisfaction; Personal Autonomy; Social Integration; *State Programs; *Supported Employment; Trend Analysis; *Vocational Rehabilitation; Wages
IDENTIFIERS- *Colorado

This report describes achievements of Colorado's Division for Developmental Disabilities' Community Integrated Employment (CIE) Program for the 1990-91 period. The report begins with a definition of "community integrated employment." Text and graphical data on characteristics of persons in community integrated employment, including age distribution, gender distribution, ethnicity distribution, functioning level, and funding sources are presented. Employment outcomes are then reported, including numbers of individuals receiving job services, average hourly wages, relationship between wage level and functioning level and between wage level and service strategy, hours worked, integration areas, and integration by service strategy. The final section looks at satisfaction and decision-making power in CIE services, analyzes activity levels by day service setting and functioning level, and compares decision-making for persons in community integrated employment programs and segregated day programs. (DB)

ED 391 343 EC 304 592

Ruth, Judy; Struxness, Lynne
A Report on Outcomes of Services and Supports for Persons with Developmental Disabilities.
PUB DATE- Oct 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Developmental Disabilities; Employment; Goal Orientation; Interpersonal Relationship; *Outcomes of Treatment; *Participant Satisfaction; Participative Decision Making; Personal Autonomy; *Program Effectiveness; Program Evaluation; Questionnaires; Self Esteem; Social Integration; *Social Services; *State Programs
IDENTIFIERS- *Colorado

This report presents outcome information concerning programs of the Colorado Division for Developmental Disabilities. Preliminary information outlines the legislative goals and the

The practicum reported here was developed to provide a curriculum to improve English skills and a knowledge of American culture in the adult English speaker of other languages (ESOL). A 12-week curriculum was devised to teach grammar and language skills within the context of humorous stories about daily living and by using weekly themes that are meaningful and relevant to adult students' immediate needs. Topics included: exchanging personal information; calendar/time/money/weather; parts of the body; food; clothing; telephone usage; the community; employment; the newspaper; and the United States. Subjects were 19 students regularly attending an adult ESOL class. The effectiveness of the curriculum was evaluated with pre- and post-tests. Results indicated increased achievement levels in both language skills and knowledge of American culture. Appended materials include a curriculum planning letter and questionnaire, list of weekly themes, unit tests, and a student data form used by the teacher. Contains 10 references. (MSE)

ED 391 362 FL 023 510

Kidd, Richard; Marquardson, Brenda
Secondary Sourcebook for Integrating ESL and Content Instruction Using the Foresee Approach.
PUB DATE- 94
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Curriculum Development; Curriculum Guides; Educational Strategies; *English (Second Language); Foreign Countries; *Instructional Materials; *Interdisciplinary Approach; Lesson Plans; Media Selection; Models; Secondary Education; Second Language Instruction; *Second Languages; Teaching Guides
IDENTIFIERS- *Content Area Teaching; *Foresee Approach

This manual presents the Foresee Approach for teaching English-as-a-Second-Language (ESL) at the secondary school level in Manitoba, Canada. The name refers to four C's: Communication; Cognitive-academic language development; and Content instruction in the Classroom. An introductory chapter offers background information on purpose and rationale of the guide, discusses the foundations of the approach in language acquisition, psychological, and educational theory, and explains the theoretical model for the Foresee Approach and some elements of its implementation. The second chapter addresses the selection of instructional materials, and the third discusses the development of lessons and units, with some attention given to classroom presentation techniques. Chapter 4 contains a sample 16-lesson unit on weather. The fifth chapter suggests general procedures and specific activities for implementing the approach in the secondary school regular classroom. (MSE)

ED 391 363 FL 023 511

Hillion, Mariette; And Others
Les eleves sourds: Style cognitif et education bilingue/biculturelle (Deaf Students: Cognitive Style and Bilingual/Bicultural Education).
PUB DATE- 95
NOTE- 284p.
LANGUAGE- French

offer the teacher for classroom use. (NAV)

ED 391 383 FL 023 558

Report on the Second Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students of Other Disciplines.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; Curriculum Design; *Curriculum Development; Educational Needs; Foreign Countries; *French; *German; Higher Education; Program Descriptions; Program Development; Program Evaluation; Undergraduate Study
IDENTIFIERS- *University of Dublin (Ireland)

A University of Dublin (Ireland) curriculum restructuring project in the undergraduate second language program is chronicled, and ongoing curriculum development efforts are described. As a result of curriculum research, the university offered a series of freshman French and German courses in 1994-95 and a series of second-year courses to students having completed the previous year's new freshman courses. Separate courses were designed for students who were beginners and non-beginners in the language, and for students in different academic fields: arts; sciences; and health sciences. The report describes the 1994-95 program's structure, recruitment efforts, enrollments, course design, student evaluation provisions and results, and research and development in these areas: student interest in other language offerings; course content; foreign language testing; development of computer-based learning materials; self-access learning resources; interactive video; language learning by electronic mail; and a package of materials for development of similar programs at other institutions. Planned course offerings for 1995-96, a three-year research and development program, and the future of funding are also discussed briefly. The report concludes with the findings of an external program assessment. (MSE)

ED 391 384 FL 023 559

Wenner, Jackie; McKay, Penny
Two Years Later: A Study of the Educational Experiences of Former New Arrivals Programme Students in South Australia. First Phase Language Learners Project.
PUB DATE- 86
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; Age Differences; Counseling Services; Course Selection (Students); Educational Attainment; Educational Needs; Elementary Secondary Education; Employment Patterns; *English (Second Language); Financial Support; Followup Studies; Foreign Countries; High School Students; *Immigrants; Limited English Speaking; Native Language Instruction; Peer Relationship; Refugees; Second Language Instruction; Student Attitudes; *Student Characteristics; Student Mobility; Surveys; Teacher Attitudes; *Transitional Programs; *Womens Education

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Department Heads; Departments; *Graduate Students; Graduate Study; Higher Education; *Influences; Interpersonal Competence; Mentors; Models; Research Projects; Self Management; Social Support Groups; Student Development; *Student Experience; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

This paper proposes a model for graduate student success and reports the results of a study of factors affecting the success of 40 first-year graduate students. Based on a review of the literature, a four-element model for graduate success was devised that focused on: (1) immersion in research activities; (2) academic regimen and planning; (3) social management; and (4) self-management. Based on interviews with 40 first-year graduate students from various departments in a research university, along with graduate directors and several advanced graduate students, the study found that departmental climate had a significant impact on the success of graduates students. It found that while most departments in the study sponsored one or two informal social events for incoming graduate students and faculty, the most successful department in the study sponsored 42, including a weekly dinner hosted by each faculty member. This department also helped foster interactions among the students, encouraged students to complete program requirements in a timely manner, and immersed students in research projects. Suggestions for helping departments improve the success rates of their graduate students are included. (Contains 28 references.) (MDM)

ED 391 404 HE 028 840

Hagedorn, Linda Serra
Wage Equity and Female Faculty Job-Satisfaction: The Role of Wage Differentials in a Job Satisfaction Causal Model. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); College Faculty; Collegiality; Females; Higher Education; Influences; *Job Satisfaction; Models; Quality of Working Life; Salaries; *Salary Wage Differentials; *Sex Differences; Stress Variables; Teacher Attitudes; Tenure; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; Carnegie Foundation for Advancement of Teaching; *Faculty Attitudes

This study examined the role of female/male wage differentials in a model of job satisfaction. It is based on data from 5,021 respondents to the 1989 Carnegie Foundation for the Advancement of Teaching national faculty survey. The model considers the interrelated effects of the calculated wage differential, stress, social perceptions of students, academic perceptions of students, perceptions of the administration, perceptions of the institution, global job satisfaction, perceptions of influence and participation, tenure, rank, perceptions of collegiality, and intent to remain in academe. The study hypothesized that interviews was the investment of time and energy with doctoral students. The majority of faculty reported that they had no regular or formal communication with their doctoral students, while many felt that students were not assertive enough and not committed enough to completing their degree. Faculty also discussed their role as advocate for their students, the preparation of students, and the state of the academic job market. The study concludes that faculty perspectives and expectations of students reflect internal contradictions, in that faculty expect students to be assertive and independent without realizing the highly unequal power relationship between doctoral students and faculty. Faculty themselves also take little responsibility for the progress of their students, the study noted. It also asserts that faculty perspectives were contradictory to recommendations of national policymakers for improving doctoral degree completion. (Contains 20 references.) (MDM)

ED 391 423   HE 028 859

Arredondo, Marisol
Faculty-Student Interaction: Uncovering the Types of Interactions That Raise Undergraduate Degree Aspirations. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; College Faculty; *College Students; *Graduate Study; Higher Education; *Predictor Variables; Research; Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program; Faculty Attitudes

This study examined the effect that faculty-student interaction had on the degree aspirations of students, focusing on specific types of interactions that were important in predicting higher degree aspirations. It is based on a subset of student and faculty data from the 1985 freshman survey and 1989 follow-up survey, 1989 faculty survey collected by the Cooperative Institutional Research Program survey. The study focused on student background variables and degree aspirations as entering freshmen and as fourth-year students, as well as faculty and institutional characteristics and Scholastic Aptitude Test (SAT) scores. The findings indicated that as the amount of contact with faculty increased, so did student degree aspirations. Students who spent more hours with faculty, who were invited to professors' homes, or who worked on a professor's research project were more likely to aspire to graduate study than those students who did not. (Contains 16 references.) (MDM)

ED 391 424   HE 028 860

Dekin, Bonnie J.; And Others
Condom Use in College: Students' Self-Protection against HIV. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando,

new registrants, for student age distribution, for student ethnic origin, for post-secondary enrollment in technical institutes, for trends in plans among the state's high school graduates, and for spring/fall comparison. Twenty-nine self-support public university enrollment tables show data for the same categories as for the state support and private institutions. Another 29 tables show the same types of data for unduplicated total public university enrollment. (JB)

ED 391 441 HE 028 892

College and University Waste Reduction and Recycled Product Procurement Activities, Barriers, and Assistance Strategies: Status Report.
PUB DATE- Feb 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; Higher Education; Program Implementation; *Public Colleges; Public Policy; Purchasing; Recycling; School Policy; *Solid Wastes; State Legislation; *Waste Disposal
IDENTIFIERS- *California

In response to an official request for information and evaluation of solid waste production and management at California's public colleges and universities, this study examined existing conditions and barriers to solid waste reduction and recycled product procurement, and suggested assistance strategies. The examination found that these institutions are the largest generators of solid waste among state facilities, generating over 400,000 tons per year: 51 percent of the waste generated by all state facilities. Barriers to the implementation and reporting of diversion activities identified include insufficient administrative support, policies, mandates, and funding; insufficient knowledge of waste reduction methods and benefits; and lack of full-time coordinators. Recommended strategies to reduce waste include informing administrators of the economic benefits of waste reduction, providing information in the form of guides and videos, promoting networking through the campus recycler's e-mail network, and stimulating competition between campuses. Barriers to recycled product procurement identified include insufficient knowledge of sources, prices, and quality; insufficient mandates, policies, and administrative support; decentralized purchasing; and large workload of purchasing officers. Assistance strategies in this area recommended include encouraging participation in the State Agency Buy Recycled Campaign; and promoting the use of "Buy Recycled" guidance documents. Appendixes contain data on waste generation at specific institutions, relevant state legislation, and executive orders. (JB)

ED 391 442 HE 028 893

Financial Aid Handbook for High School Counselors, September 1995.
PUB DATE- Sep 95
NOTE- 28p.; For related documents, see HE 028 894-895. Appendixes printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

preparing teachers in nursing/midwifery/health visiting (response rate, 12 centers); interviews with course leaders at 5 of the centers; survey of 58 program completers and interviews with 17 newly qualified teachers from the 5 centers; and interviews with 8 mentors and 4 managers in colleges of nursing/midwifery. Most centers promoted shared learning activities, albeit to different extents. Half the centers focused on shared learning solely from a theoretical perspective. Little evidence of application of the principles of shared learning within the teaching practice component of the curriculum was found. Consensus regarding the objectives of shared learning was lacking; however, there was general agreement on the potential benefits and barriers to shared learning. It was determined that teachers of nursing/midwifery/health visiting are already in shared learning environments incorporating other health professionals and professionals from a wider framework of general education. (Twenty-five tables/figures are included. Appended are the following: study questionnaires and cover letters, interview schedules, and table detailing new teachers' definitions of shared learning/shared teaching/team teaching. Contains 62 references.) (MN)

ED 390 999 CE 070 391

Luker, Karen A.; And Others
The Evolving Role of the Nurse Teacher in the Light of
  Educational Reforms.
PUB DATE- Nov 95
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Delphi Technique; *Educational Change; Foreign Countries; National Surveys; *Nursing Education; *Obstetrics; Postsecondary Education; Questionnaires; Tables (Data); *Teacher Attitudes; *Teacher Qualifications; *Teacher Role
IDENTIFIERS- *Nurse Educators; Nurse Midwives; United Kingdom

A study examined the evolving role of nurse teachers in the United Kingdom in light of the educational reforms known as Project 2000. Data were collected from the following: case study of 1 college of nursing/midwifery; surveys of 60 teachers and in-depth interviews of 10 respondents at the case study site; and modified Delphi study of a total of 600 individuals involved in nursing/midwifery education (including a sample of 267 nurse teachers and 56 midwife teachers who were randomly selected from the United Kingdom Central Council for Nursing, Midwifery, and Health Visiting database). The nurse teachers reported working in a rapidly changing environment. Approximately 25% reported that their college of nursing/midwifery had relocated into higher education and 36.1% of colleges had formed links with more than one higher education institution. The respondents were concerned about the future role of nurse teachers. According to 87.9% of the sample, it is likely that lecturers in higher education will eventually teach the science courses required of nursing students and nurse teachers will teach nursing theory and practice. Most nurse teachers did not have a nursing degree or regularly engage in clinical practice. (Seventy-four tables/figures are included. Contains 100 references.) (MN)

ED 391 000 CE 070 392

literature that has addressed teacher competence. Chapter 2 explores the contexts in which professional practice occurs in the TAFE environment and outlines the problems associated with drawing distinctions between the competence required of beginning and more experienced TAFE teachers. Chapter 3 outlines the research methodology used in the collection of data to develop the competence descriptions, including a workshop, questionnaire, memorable incident interviews, extended workplace interviews, and a literature review. Chapter 4 outlines the professional competence description. The description is divided into three domains of practice: adult teaching and learning, professional practice, and organizational development. Each domain is divided into a number of practice areas and includes a statement that indicates the knowledge base that underpins practice in these areas. Each practice area is described using three components: action, example, and performance guide. Appendixes show the results of the modified functional analysis, questionnaire schedule, semistructured guides for interviews, and annotations of 30 references. (YLB)

ED 391 018   CE 070 584

Haas, Adrian, Ed.
Case Studies on Technical and Vocational Education in Asia and the Pacific. Report of Regional Meeting (Kuala Lumpur, Malaysia, December 12-15, 1994). Exemplar Curriculum Project Working Group Report.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 28p.; For related documents, see CE 070 585-598. Product of the International Project on Technical and Vocational Education (UNEVOC). Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- *Articulation (Education); Case Studies; Curriculum Development; Developing Nations; *Economic Development; *Educational Development; Entrepreneurship; Foreign Countries; Labor Force Development; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Asia Pacific Region

This conference report provides summaries of presentations of country case studies from a project to investigate factors that impinged upon the status of technical and vocational education (TVE) in Asian and Pacific countries. The report includes the case study project terms of reference, a list of delegates, and agenda. Summaries follow of the case studies from these countries: Australia (Peter Bruhn); Bangladesh (Adbur Rafique); China (Zeng Zida); Fiji (Nelson Delailomaloma); India (Arun Mishra); Indonesia (Mohamad Bakri); Japan (Muneharu Iwamoto); Republic of Korea (Taeck-duck Kim); Malaysia (Hee Tieng Fok); Pakistan (S. Zaheer A. Gillani); Thailand (Siripan Choomnoom); and Vietnam (Nguyen Minh Duong). "Summary of Key Issues Identified in Country Case Studies" (Peter Bruhn) is followed by nine recommendations: strategies to innovate TVE systems to cope with changing demands of the labor market caused by national economic development; policies to promote close linkages between TVE institutions and industry; allocation and use of financial resources to support TVE; measures to improve teacher quality; efforts to include entrepreneurial orientation and skills in TVE; procedures to promote articulation between change. More detail can be found in the section on selections from the "College Memorandum (Extracts) 1991-95." The three CHVS, "Annual Reports (Extracts)" also give an overview. Seven submissions provide insights into various issues that have been addressed since 1991: "Engineering: Professional and Vocational"; "Governor's Address at the Opening of the 1992-93 Session of the Legislative Council, Proposals: Vocational Education" (Christopher Patten); "Critical Appraisal of the Functions of the CHVS (1991-92)"; "Submission to the University and Polytechnic Grants Committee of Hong Kong: Higher Education 1991-2001"; "Teaching and Learning Quality Process Audits" (Bradford Imrie); "Assessment of Teaching and Learning Quality"; and "University and Polytechnics Grants Committee Review of Development of Higher Education in Hong Kong--Sub-Degree Work." Nine papers are included: "Assessment for Quality in Vocational Education"; "Quality of Learning: Assessment Implications"; "Marketing Higher Diploma Courses in the Hong Kong Context" (Dominic Chan, Bradford Imrie); "Higher Vocational Education in Hong Kong" (Shantilal Patel, Bradford Imrie); "Professional Standards: Judgements of Performance and the Rights of Students"; "Binary Policy in Higher Education--Hong Kong and the United Kingdom"; "Labor Market Considerations in Hong Kong: Developments at the Higher Vocational Level"; "International Recognition of Vocational Qualifications"; and "International Cooperation with Higher Vocational Qualifications: A Case Study." The final section is the 1995 edition of College Information Leaflets by Adeline Lau and Bradford Imrie. (YLB)

ED 391 036 CE 070 605

Imrie, Bradford W.
International Co-operation with Higher Vocational Qualifications: An Example.
PUB DATE- Dec 95
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Educational Certificates; *Educational Cooperation; Foreign Countries; Higher Education; *International Cooperation; International Educational Exchange; Job Skills; *Student Certification; Technical Institutes; Vocational Education
IDENTIFIERS- *England; *Hong Kong

An initiative was undertaken to develop cooperation with higher vocational qualifications between two "new" universities that were formerly polytechnics: City University of Hong Kong (CUHK) and the University of Northumbria at Newcastle (UNN) in England. The higher vocational qualifications were the Higher Diploma (HD) from CUHK and the Higher National Diploma (HND) from UNN, accredited by the Business and Technology Education Council (BTEC). There were two aims: to obtain international recognition for the HD and to provide HD graduates with the opportunity of concurrent registration with BTEC to obtain the HND. Issues that were discussed in regard to implications for students/graduates, staff, and for CUHK included the considerable cost-benefit for the students. Assessment reporting requirements meant additional work for staff and students, although this would be offset against revenue and the less tangible benefits potentially available from international cooperation. It was apparent that there was a need to develop also provides the following accreditation-related support services: program quality review; professional development for management and instructional personnel; and distribution of news and information of importance to its institutional members. (Appended are the mission statement, 10 guiding principles, and list of services offered by the COE.) (MN)

ED 391 054 CE 070 637

Land, Warren A.; Land, Elizabeth R.
The Potential of Tech Prep Programs.
PUB DATE- Nov 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; *Educational Benefits; *Educational Change; *Educational Objectives; *Educational Research; High Schools; Literature Reviews; *Program Development; Research Reports; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Mississippi

Published studies of tech prep were reviewed to identify and assess tech prep's potential for improving secondary-level educational programs in general and in Mississippi in particular. The beginnings of tech prep in Mississippi were traced to community colleges in the late 1960s-early 1970s. In the 1990s, operation of tech prep programs was shifted to high schools in partnerships with Mississippi's community colleges. Although tech prep in Mississippi was viewed as having potential value for all students, its greatest contributions to date may have been for the large group of middle-ability students who are estimated to constitute 40-60% of the secondary student body, including some potential dropouts. Like many states, Mississippi has designed tech prep to include hands-on programs in math, science, and communications in grades 7-9 that emphasize problem solving and decision making. In grades 11-12, the emphasis of tech prep shifts to applying academic theory in solving practical problems. Despite substantial differences between the various states' plans for tech prep, most consider helping students see the relationship between theoretical academics and practical problems to be a strong feature. According to the literature reviewed, 35 states either have implemented or plan to implement tech prep programs. (Contains 19 references.) (MN)

ED 391 055 CE 070 638

Butler, Stephen L.
Toward the Twenty-first Century: Air Command and Staff College Curriculum from Theory to Practice.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Agents; *Curriculum Development; Educational Improvement; Higher Education; *Military Air Facilities; *Military Schools; Military Science; *Military Training; Officer Personnel; Theory Practice Relationship
IDENTIFIERS- Emancipatory Learning

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Automation; Competence; Competency Based Education; Developed Nations; Foreign Countries; *Job Skills; *Manufacturing; Manufacturing Industry; *On the Job Training; *Technological Advancement; Vocational Education
IDENTIFIERS- *Germany

High tech systems not only generate new structures in the production process, but also involve profound changes in job organization, which in turn imply that job qualifications must be modified. In view of the changes within engineering systems and the relevant technologies, it seems expedient to choose a curricular approach based on the concepts of key qualifications and key contents. A model production system serves as a teaching plant at which students would develop company-specific key qualifications. The teaching plant is an assembly plant composed of six self-reliant, but networked learner subsections. A material flow is determined by the structure of production cells (micro view), and the plant represents the product-related production of a model car. To simulate the sequence of the production steps, beginning with the vehicle as ordered by the customer, the production planning system follows the normal company practice and includes elements of the forecasting phase and of production planning. The course provides for a training program in which faults within automated systems must be eliminated. The course covers three major categories of competencies: expert, methodological, and social. Instructional methods include team conferences, self-study of manuals, and group or cooperative learning. Production statistics serve as evidence of the performance in the learning process. (Contains 10 references.) (YLB)

ED 391 073 CE 070 685

City Planning/Infrastructure. Technology Learning Activity. Teacher Edition. Technology Education Series.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Built Environment; Classroom Techniques; *Computer Simulation; *Learning Activities; Pretests Posttests; Secondary Education; Simulated Environment; *Teaching Methods; *Technology Education; *Urban Planning

This document contains both an instructor's guide and a student guide for a city planning learning activity for technology education classes. The instructor's guide provides the following: an overview of technology education, a summary of activities and supplies needed for students to complete the learning activity, a supplies and materials worksheet for the instructor, an overview of the city planning learning activities, pretests and posttests with answer sheets, and an evaluation summary. The student's section contains the following: a summary of activities, pretest instructions, assignments, goal, glossary of terms, priority academic student skills, objectives, related competitive events for the Technology Student Association, academic and workplace applications, impact statements, career search ideas, posttest instruction, and additional problems to solve. The learning organizations are in a state of career chaos. In many organizations, large-scale job losses and/or successive changes in organizational structure and skill requirements have erased career paths and even wiped out the notion of career development. For most of the work force, the rhetoric of development has never been stronger and real hope of serious career development opportunities have rarely been bleaker. Tensions were discovered between short- and longer-term goals and between individuals' career aspirations and organizations' goals. It was concluded that individuals must assume more personal responsibility for their career development and that organizations and employees must support each other's development goals. (Contains 14 references.) (MN)

ED 391 092 CE 070 707

REACH--Richmond Enhanced Academics for Change. Nabisco Richmond Model. Skills Effectiveness Training for Workplace Literacy: The Non-Intrusive Determination of Workplace Literacy Skills Requirements in a Union Environment. Final Reports.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 107p.; For a related curriculum, see CE 070 708.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; Education Work Relationship; Evaluation Methods; *Inplant Programs; *Job Skills; *Literacy Education; *On the Job Training; Program Development; Student Evaluation; *Workplace Literacy

A workplace literacy project was conducted at the Nabisco Richmond Facility for the following purposes: to determine what academic skills are necessary to perform 10 selected jobs, to develop a validated assessment to evaluate an employee's literacy skills, to develop a job-specific curriculum to improve skill deficits, and to provide an individualized education program so that each employee can gain the skills needed for personal and job goals. Approximately 100 employees volunteered for assessment and training. During the project, a listening learning module was developed and pilot tested and modules on reading and mathematics were developed. Because of delays in the project, however, employees did not complete the training at the time of project completion. The materials developed are continuing to be implemented at the plant, to an enthusiastic response from employees and a decrease in waste, defects, and absenteeism that can be partially attributed to the program. Outside evaluation also showed the program to be a success. (The report includes the external evaluation report, a validated assessment of job skills, and materials for the listening learning module.) (KC)

ED 391 093 CE 070 708

REACH--Richmond Enhanced Academics for Change. Nabisco Richmond Model. Skills Effectiveness Training for Workplace Literacy: The Non-Intrusive Determination of Workplace Literacy Skills Requirements in a Union Environment. Facilitator Copy and Participant Copy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95

cultural assumptions that go into the creation of assessment devices; and (4) not considering the implications of the use of measures with clients from various racial and cultural groups. Some suggestions for improving multicultural assessments are: (1) concentrate on empirical and operational definitions of groups, not just labels; (2) identify measures specifically designed for multicultural groups; (3) encourage the consideration of cultural factors in the earliest conceptual stages of instrument development; and (4) increase opportunities for an exchange of information between those with quantitative training in instrument development and those with an interest and expertise in multicultural issues. Research on the validity and reliability of measures for specific multicultural groups is needed. (JBJ)

ED 391 113 CG 026 038

Tamaki, Shelley
Adolescent Anger Control.
PUB DATE- Oct 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Anger; *Behavior Modification; Behavior Problems; *Cognitive Restructuring; Elementary Secondary Education; Emotional Problems; Foreign Countries; *Group Counseling; Group Therapy; High Risk Students; Hostility; Interpersonal Competence; Program Evaluation; Student Problems
IDENTIFIERS- Canada

Teachers often spend more time in the classroom dealing with disruptions and conflict than they do teaching. This report describes a study (n=18) that was conducted to assess the effects of a school-based group treatment program on social skills development and anger management for students with behavior problems in an urban Saskatchewan (Canada) setting. The 10-session treatment program was based on a cognitive-behavioral skills deficit approach from Goldstein's Anger Control program for adolescents. The study explores the obstacles that occur when conducting research involving students with behavior problems and identifies the difficulties in the delivery and implementation of anger management programs. The students' perceptions of the program effectiveness and the need to develop their own skills in controlling anger is described. Support is provided for the students' need to develop social skills and ways of managing anger, and for the teachers' ongoing efforts to teach these skills. The survey instrument with responses is included. Contains 27 references. (JBJ)

ED 391 114 CG 026 144

Lehtonen, Kimmo; Shaughnessy, Michael F.
Music as a Treatment Channel of Adolescent Destructivity.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Counseling; Counselors; Delinquency; *Institutionalized Persons; *Music Therapy; *Self Destructive Behavior; Therapy; Violence; Youth Problems

DESCRIPTORS- *Caregiver Child Relationship; *Child Caregivers; Child Rearing; Disabilities; *Downs Syndrome; Family Attitudes; Interpersonal Relationship; Mental Retardation; *Parent Attitudes; Social Networks; *Social Support Groups; Stress Management; Stress Variables

Parents of children with mental or physical handicaps often experience overwhelming feelings of stress and anxiety. Research indicates that support for the primary caregiver can help alleviate some stressors involved in raising a child with a handicap. This study examined how level of support affects feelings of satisfaction the primary caregiver has when raising a Down Syndrome child. It was hypothesized that the caregiver's positive feeling of satisfaction would correlate positively with level of support found within the informal support system (family, relatives, friends) and level of utilization of the formal support system (doctors, teachers, support groups). It was also hypothesized that the informal support system would be more beneficial than formal networks of support. Data were collected using a 35-item questionnaire from a national sample of 82 volunteers and were analyzed using a one-way analysis of variance and correlational techniques. A significant correlation was found between positive feelings of satisfaction and both informal support formal support. However, the informal support system was not found to be more beneficial. These findings indicate that help from any level of ecological influence may have positive effects on primary caregiver's feelings of satisfaction. Contains 24 references. (Author/JBJ)

ED 391 134 CG 026 783

Rombokas, Mary; And Others
High School Extracurricular Activities & College Grades.
PUB DATE- Oct 95
NOTE- 36p.; Paper presented at the Southeastern Conference of Counseling Center Personnel (Jekyll Island, GA, October, 25-27, 1995) and the Tennessee Counseling Association Convention (Nashville, TN, November 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Art Activities; Athletics; College Students; Enrichment Activities; *Extracurricular Activities; *Grade Point Average; Higher Education; High Schools; High School Students; Music Activities; *Social Support Groups

Many factors influence the development and socialization of American adolescents including peers, schools, family, and the community. This paper examines how the relationship of extracurricular participation influences academic growth. To determine if selected personal and academic variables during high school currently affect college academic performance, 292 college students participated in the study. The degree of participation in extracurricular activities was assessed using a self-report questionnaire designed to provide responses about the students' academic and extracurricular experience during high school years. Participation was also broken down into separate areas of sports, music, dance, theater, and other activities. Data were collected on social, academic recognition, and affiliation as well. Analyzed data compared academic grade point average, educational aspirations, and various social supports that influence academic performance. Additionally, based on information gathered, recommendations are offered for future research, as well as discussion of psychological perspective. Studies to explore the use of pseudo-fiction or even novels in teaching content may be needed. More work needs to be done to examine the state of classroom practices in terms of discourse force and the adoption of stance. (Contains 21 references.) (Author/RS)

ED 391 155   CS 012 345

Miller, Margaret B., Comp.
Multicultural Materials in the Learning Resources Lab.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Books; *Childrens Literature; Class Activities; Cultural Awareness; Cultural Differences; Educational Games; Elementary Secondary Education; *Multicultural Education; Videotape Recordings
IDENTIFIERS- *Multicultural Materials

This bibliography presents annotations of 50 books; 6 kits, games, and software; and 8 videos that deal with multiculturalism. Many of the items in the annotated bibliography present class activities, offer selections of multicultural literature, or discuss other cultures. Most of the books in the annotated bibliography were published between 1991 and 1995, with some dating back to 1972. The kits, games, and software date from 1973-1994, and the videos date from 1988 to 1995. Many of the selections carry grade level recommendation. (RS)

ED 391 156   CS 012 347

Mo, Weimin; Shen, Wenju
Reexamining the Issue of Authenticity in Picture Books.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Asian Americans; Authors; *Childrens Literature; *Cultural Awareness; Cultural Traits; Elementary Education; *Ethnic Stereotypes; Folk Culture; Illustrations; *Picture Books
IDENTIFIERS- *Authenticity; Cultural Sensitivity; *Trade Books

The cultural authenticity of picture books, for both literary and art quality, is examined. In a study done by the Council on Interracial Books for Children (CIBC) in 1976 "How the Children's Books Distort the Asian American Image," 66 children's books published from 1945 through 1976 were examined and problems of serious stereotypes were found. Of the 24 picture books in the analysis, 22 were found to be "racist, sexist, and elitist." At the 21st Annual International Conference of Children's Literature Association in 1994, a study by Violet H. Harada indicated improvement in authenticity of picture books with 90% of the works using positive non-stereotypical portrayals and 70% presenting authentically described cultural details. Throughout these studies, however, the meaning of "authenticity" is not clearly defined. There is a fundamental difference between the concepts of authenticity and of non-stereotyping. Examples from popular picture books show how sometimes even small errors can be important for the cultural groups in question. Also, members of a cultural group

Writing with Impact; (5) Letters and Memos: Giving Routine and Good News; (6) Refusals or Giving Bad News; (7) Persuasive Writing; (8) Informal Reports; (9) Formal Reports and Proposals; (10) Oral Presentations and Meeting Management; (11) Communicating To Get a Job; (12) A Practical Grammar; and (13) Guide to Punctuation. A checklist of misused words and phrases is attached. (RS)

ED 391 175 CS 215 199

Slatkin, Elizabeth
How To Write a Manual.
PUB DATE- 91
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- Business Communication; Design; Guidelines; *Technical Writing; *Writing Processes; Writing Skills
IDENTIFIERS- *Technical Communication; Writing Contexts

Intended as a series of hands-on, step-by-step lessons, this book presents instructions, checklists, exercises, and examples to guide people who work in business, industry, science or government through all phases of manual preparation from planning to research to writing, all the way to getting the final piece printed. The first chapter shows how user manuals fit into the business communication system. The second chapter describes the organization of the rest of the book and is in itself a user manual for writers of user manuals. The third through ninth chapters take readers through the step-by-step process of creating a user manual. Chapter 10 offers suggestions and rules of thumb for producing copies of the manual, and chapter 11 offers real-world scenarios for practicing the procedures discussed in the book. (RS)

ED 391 176 CS 215 200

Howard, Rebecca Moore
The Gendered Plagiarist.
PUB DATE- 15 Jul 95
NOTE- 13p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Females; Feminism; Higher Education; Literary Criticism; Males; Metaphors; *Plagiarism; Self Concept; *Sex Bias; *Writing (Composition)
IDENTIFIERS- *Authorship; *Gender Issues

In modern authorship, the writer is believed to be capable of working alone, autonomously, without being influenced by others. If the writer is a "true" author, he or she is also believed to be producing an "original" text and is accorded ownership of the text. These apparently neutral, natural moves actually participate in a hierarchy of authorship. At the one extreme is the true author, recognized by "his" autonomy and originality. At the other extreme is the plagiarist. This hierarchy, furthermore, is implicated in a set of gender-based assumptions that lead to disturbing conclusions about feminine authorship. Harold Bloom's "The Anxiety of Influence" and defining and determining who is at-risk. (Contains 15 references and a figure illustrating a conceptualization of at-riskness.) (RS)

ED 391 195 CS 509 138

Tillman, Lisa M.; Bochner, Arthur P.
Seeing through Film: Cinema as Inquiry and Pedagogy.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Communication (Thought Transfer); *Critical Thinking; *Film Criticism; *Film Study; Higher Education; Instructional Effectiveness; *Relationship; Undergraduate Students
IDENTIFIERS- *Film Viewing; University of South Florida

An undergraduate course at the University of South Florida called "Relationships on Film" treats movies as relationship texts to be "read" by active viewers. Through the semester, students engage film in two ways. First, they interpret films as response papers. Each week, students watch the assigned film outside of class. Then they select the relational issues they want to address, and write about what they find most evocative, interesting, or questionable. Second, students turn a reflexive eye onto themselves and ask what values and assumptions they use to interpret relationship experience. In other words, after students write about issues they select, they examine their analyses and consider such questions as, "How am I positioned as a viewer of this film?" or "What does my selection of these issues say about me?" These questions call students to examine critically their own structures of interpretation--their memories, their family traditions, their cultural Cairo," two films that affirm that people today live in what N. Denzin Cairo," 2 films that affirm that people today live in what N. Denzin calls "a cinematic society." These "movies about movies" suggest that film mediates identity and relationships in several ways. Ingmar Bergman's "Persona" and Woody Allen's "Zelig" engage students in questions of identity. "The Virginian," "Shane," and "Red River" raise questions about what Westerns value. And "Annie Hall" and "When Harry Met Sally" help students to look at romantic relationships. (TB)

ED 391 196 CS 509 139

Hunt, Stephen K.
Learning the Hard Way: Learning Styles and At-Risk Populations.
PUB DATE- 18 Nov 95
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Cognitive Structures; *Cognitive Style; Educational Research; Ethnography; *High Risk Students; High Schools; *High School Students; Learning Modalities; Speech Communication

DESCRIPTORS- *Commercial Television; Discourse Analysis; High Schools; Language Role; *Partnerships in Education; Programming (Broadcast); *Public Education; *School Business Relationship
IDENTIFIERS- California (San Jose); *Channel One; *Educational Issues

As part of a larger study, this study provided a critical-interpretive perspective of Whittle Communications' Channel One programming, a microcosm of the growing national trend of commercialism in public schools. Several board meetings held at the East Side Union High School District, San Jose, California, generated the discourse for analysis. A critical discourse analysis of this controversy reveals several dominant assumptions about the role of business in education: business and education should be partners; schools should generate their own profits; commercialism should be used pedagogically; students should be viewed as clients; and educators should function as business leaders. A collective examination of six assumptions reveals tensions and contradictions related to the co-opting of the language of business and that of education. (Contains 30 references and 5 notes. An appendix illustrates the underlying tensions between education and business.) (Author/RS)

ED 391 214 CS 509 165

Leidman, Mary Beth
Modern Tools of Propaganda: Television Treatments of National Anthems in the Middle East.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Red River Communications Conference (Fargo, ND, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Foreign Culture; Geographic Regions; Higher Education; *Mass Media Use; *Persuasive Discourse; *Programming (Broadcast); *Propaganda; Television Research
IDENTIFIERS- Flags; *Middle East; *National Anthems; Propaganda Analysis; Visual Imagery

Because of the close proximity of countries in the Middle East, broadcast signals freely cross national boundaries, bringing not always friendly endemic populations into contact with each other through radio and television programming--a fact that has not been lost on the governments which fund broadcasting facilities. National anthems are chauvinistic by design and in the Middle East, the various interpretations aired on national television systems make them become specific carriers of national pride to historically opposing countries. Content analysis was used to explore the broadcast style and design of the national anthems able to be seen in Haifa, Israel, which includes anthems from Israel, Jordan, Lebanon, and Syria, broadcast on six different stations. All stations broadcast some of their programming in English, and all stations ended their broadcast day with a rendition of their national anthem exactly as it is done in the United States. All the anthems showed similar characteristics including the expected display of flags. However, only the Jordanian stations featured singers and lyrics--all other countries' versions of their anthems were orchestral only. The Jordanian stations featured high school students in western dress singing in one version and soldiers singing in another version; the Lebanese featured land settings of peaceful scenery; and the Israelis featured a visual flystrong links between school restructuring and improved learning among students in the first 2 years of high school. This report, based on 1992 National Education Longitudinal Study (NELS) data, analyzes data collected for most of the same students in their last 2 years of high school. The sample was comprised of 9,570 students enrolled in 787 secondary schools nationwide. Hierarchical Linear Modeling (HLM) was used to analyze student engagement and achievement in mathematics, science, history, and reading. The report speculates that restructured schools based on the "organic" model, in which teachers have much greater authority over instruction and curriculum, affect student learning. The organic model is characterized by a common academic curriculum, academic press, authentic instruction, and a collective sense of responsibility. Findings indicate that the presence of organic school-organization characteristics explained much of the improvement in student learning and that the restructuring effects on learning increased during the later years of high school. The report contends that schools, especially high schools, should move toward smaller, more organic structures. The school-within-a-school model could be a promising strategy. Two figures are included. Three different educators respond to the research findings in subsequent articles. (LMI)

ED 391 233 EA 027 298

Cookson, Peter W., Jr., Ed.; Schneider, Barbara, Ed.
Transforming Schools.
PUB DATE- 95
NOTE- 632p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Change Strategies; Curriculum Development; *Educational Assessment; *Educational Change; *Educational Opportunities; Elementary Secondary Education; Governance; Leadership; Learning Strategies; Privatization; School Choice; *School Restructuring; School Role; Student Placement; Theory Practice Relationship

The authors in this book address the issues that relate to the crisis in American education and review some of the proposed solutions. To transform education, schools must be examined as social systems that are interrelated with families, communities, and the world of work. Following the introduction, section 1, "Conditions for Educational Opportunities," is comprised of the following four chapters: (1) "Schooling, Achievement, and Mobility" (Aaron M. Pallas); (2) "Tracking and Detracking Practices: Relevance for Learning" (Maureen T. Hallinan); (3) "Parental Ties to the School and Community and Mathematics Achievement" (Chandra Muller); (4) "Reading Reality More Carefully Than Books: A Structural Approach to Race and Class Differences in Adolescent Educational Performance" (Roslyn Arlin Mickelson, Sumie Okazaki, and Dunchun Zheng); and (5) "Dropouts: Definitions, Causes, Consequences, and Remedies" (Gary Natriello). The second section, "Changing Definitions of Education," includes the following five chapters: (6) "Mapping Knowledge Perspectives in Studies of Educational Change" (Rolland G. Paulston); (7) "Expanding Definitions of Learning and Teaching: Notes from the MI Underground" (Mindy Kornhaber and Mara Krechevsky); (8) "Thinking Like a Fish: The Implications of the Image of School Community for Connections between Parents and Schools" (Mary Erina Driscoll); (9) "Education Reform and Policy Implications" (Kathryn M. Borman, explication of the process and actions required to plan and manage change with the intention of improving the school. The chapters in this book report on the "state of the art" of development planning. Three related themes of the book that have national and international relevance include the developmental nature of development planning, the importance of internal school organization for sustaining innovation, and the need for an integrative and longterm approach to policy implementation. Following the foreword and introduction by David H. Hargreaves and David Hopkins, the chapters include: (1) "School Development Planning: An International Perspective" (Neil Dempster, Chresten Kruchov, and Grace Distant); (2) "Creating Effective Schools through Site-Level Staff Development, Planning, and Improvement of Organizational Culture" (Daniel U. Levine); (3) "The Contribution of Quality Assurance Reviews to Development in School Systems" (Peter Cuttance); (4) "The Centrality of the Autonomy-Accountability Dilemma in School and Professional Development" (Viviane Robinson); (5) "Written Planning and School Development: Biding Time or Making Time" (Colin Biott, Patrick Easen, and Madeleine Atkins); (6) "Three Arenas of Tension: Teachers' Experience of Participation in School Development Planning" (Hilary Constable); (7) "Observing Primary School Change: Through Conflict to Whole-School Collaboration?" (Elizabeth Newman and Andrew Pollard); (8) "School Development Planning: A Place for Partnership?" (Janet Hodgson, Pat Broadhead, and John Dunford); (9) "School Effectiveness and School Improvement: A Meeting of Two Minds" (Louise Stoll); (10) "Creating Their Own Futures: The Use and Effectiveness of School Development Plans in Australian Schools" (John Braithwaite); (11) "Towards a Contingency Approach to Development Planning in Schools" (Mike Wallace); and (12) "School Development Planning in Primary Schools: Does It Make a Difference?" (Peter Mortimore, Barbara MacGilchrist, Jane Savage, and Charles Beresford). Each chapter contains references. A name and subject index are included. (LMI)

ED 391 252   EA 027 321

Blase, Joseph; Anderson, Gary
The Micropolitics of Educational Leadership: From Control to
  Empowerment.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
  Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Interaction;
  Interprofessional Relationship; Leadership; *Leadership Styles;
  Organizational Climate; *Politics of Education; *Power
  Structure; School Culture; *Teacher Administrator Relationship;
  *Teacher Influence; Teachers
IDENTIFIERS- Empowerment

The real world of schools is a political world of power and influence, bargaining and negotiation. Teacher development must therefore take place within the micropolitical realities of schooling. This book describes how the micropolitics of educational leadership affect the working world of teachers and develops four approaches to leadership. Part 1 (chapters 1 through 3) examines closed control-oriented leadership styles and their impacts on teachers, students, and parents. Part 2 (chapters 4 through 7) discusses facilitative and democratic leadership styles and their effects on teachers, students, and

*Disabilities; Disability Identification; *Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Financial Policy; *Inclusive Schools; Special Education; State Legislation; *Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act

This policy brief examines the relationship between fiscal policies in special education and the requirement under the Individuals with Disabilities Education Act that students with disabilities be educated in the least restrictive environment appropriate to their needs. It discusses the effects of state fiscal policy on the provision of special education programs, focusing in particular on fiscal incentives related to the identification and placement of students with disabilities. The brief emphasizes that changes in fiscal policy alone are unlikely to effect reform. State fiscal policies affecting the placement of students with disabilities include aid differentials related to placement, separate funding mechanisms for separate placements, and separate funding for transportation. States reporting success with fiscal reform stress the need not only to remove disincentives for restricted placements, but to provide a comprehensive system of professional development and support related to the desired program reform. (Author/DB)

ED 391 270 EC 304 519

Verstegen, Deborah A.; McLaughlin, Margaret J.
Toward More Integrated Special Education Funding and Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 9p.; For Policy Papers on which these articles are based, see ED 381 933 and ED 385 049.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); Cooperative Planning; Cooperative Programs; *Delivery Systems; *Disabilities; Educational Change; *Educational Finance; Elementary Secondary Education; Federal Government; *Financial Policy; Government Role; *Inclusive Schools; *Regular and Special Education Relationship; School Districts; State Government; Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act

This newsletter theme issue presents two separate articles: (1) "Toward More Integrated Special Education Funding and Services: A Federal Perspective" (Deborah A. Verstegen) and (2) "Toward More Integrated Special Education Funding and Services: A Local Perspective" (Margaret J. McLaughlin). The first article discusses results of a study of the fiscal requirements of federal special education policy. The study identified options for reform and attempted to cross-validate information from interviews with approximately three dozen policymakers, scholars, and federal and state officials. Sixteen specific recommendations for fine-tuning the Individuals with Disabilities Education Act are listed. The second article focuses on the lack of coordination across integrated programs at the classroom level; identifies three collaborative models; describes various administrative mechanisms to promote flexibility and consolidation; and considers challenges to greater program consolidation such as a shortage of bilingual teachers, requirements of categorical programs, and human factors. The importance of local efforts as well as federal and

Borden, Peter A., Ed.; And Others
Trace ResourceBook: Assistive Technologies for Communication, Control & Computer Access. 1996-97 Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 962p.; For previous edition, see ED 363 079. Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF07/PC39 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Augmentative and Alternative Communication; *Communication Aids (for Disabled); Computer Interfaces; *Computer Peripherals; Computer Software; *Disabilities; Equipment; Input Output Devices; Low Vision Aids; Microcomputers; Mobility Aids; Prostheses; Rehabilitation; Sensory Aids; Technology
IDENTIFIERS- Switches

This resource book lists approximately 1,500 products designed specifically for the needs of people with disabilities. Typically, each product is pictured; basic information is provided including manufacturer name, product cost, size, and weight; and the product is briefly described. The book's four sections each describe products designed for certain purposes. Part 1 covers communication aids, including speech aids, pointing and typing aids, training and communication initiation aids, non-electronic communication aids, electronic communication and writing aids, mounting systems, and telecommunication devices for the deaf. Part 2 covers switches and environmental controls. Part 3 focuses on computer adaptations, including modifications for standard keyboards and mice, alternate inputs, input adapters for computers, voice-output screen readers and reading machines, magnification products for computer displays, braille and tactile output systems, speech synthesizers, and other software and hardware adaptations. Part 4 describes application software for special education and rehabilitation, including training and therapy software, adaptive educational software, and personal tool and aid software. Six indexes list products by their functions, by their input and output features, by computer, by manufacturer, and by name. A listing of manufacturer addresses is also provided. Appendices provide lists of other resources such as books and pamphlets, disability resources on the Internet, software resources, computer assessment and training programs, organizations and self-help groups, and service centers for augmentative communication and computer access. A glossary is also appended. (DB)

ED 391 289 EC 304 538

Asthma & Physical Activity in the School: Making a Difference.
PUB DATE- Sep 95
NOTE- 25p.; A publication of the National Asthma Education and Prevention Program (NAEPP) School Asthma Education Subcommittee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asthma; Drug Therapy; Elementary Secondary Education; Health Needs; Inclusive Schools; Intervention; *Physical Activities; *Physical Education; *Student

instruction to support inclusion, and evaluate program effectiveness); (5) offers two case studies to illustrate application of the planning process; and (6) notes both the difficulties in providing services to students with E/BD and the growing knowledge about how to plan and implement effective programs for students with E/BD in inclusive schools. (Contains 128 references.) (DB)

ED 391 306 EC 304 555

Mathur, Sarup R.; And Others
Teacher-Mediated Behavior Management Strategies for Children with Emotional/Behavioral Disorders. From the Mini-Library Series on Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 46p.; For other related documents in this series, see EC 304 550-556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; *Behavior Modification; *Classroom Techniques; *Educational Practices; Elementary Secondary Education; *Emotional Disturbances; Intervention; Modeling (Psychology); Performance Contracts; Positive Reinforcement; Social Reinforcement; Token Economy
IDENTIFIERS- *Behavior Management

This monograph provides a variety of positively focused techniques for effectively managing behaviors of students with emotional/behavioral disorders in the classroom. Each section focuses on a specific behavior management technique and includes a brief description of the technique, an explanation of why the particular technique works, conditions or circumstances influencing the effectiveness of the technique, and guidelines for implementing the technique. The techniques covered include: (1) social reinforcement; (2) token reinforcement; (3) modeling; and (4) behavioral contracting. A concluding chapter points out that teachers who use positive behavior management strategies create a classroom environment that is conducive to academic learning and social acceptance of students and that involves both the managing of student problem behaviors and the teaching of desired alternative behaviors. (Contains 58 references.) (DB)

ED 391 307 EC 304 556

Van Acker, Richard
Types of Youth Aggression and Violence and Implications for Prevention and Treatment.
PUB DATE- 96
NOTE- 48p.; For other related documents in this series, see EC 304 550-555.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Behavior Disorders; Elementary Secondary Education; Emotional Development; Etiology; Incidence; *Intervention; *Prevention; Psychopathology; Risk; *Student Behavior; Student Characteristics; *Violence

partners; sharing information with parents; creative problem solving; planning for action; curriculum modification; adaptations and accommodations; instructional strategies; utilization of para-educators; encouraging friendhsips between students with disabilities and peers; use of peer buddies; the Circle of Friends activity; integrated related services; peer tutors; and McGill Action Planning System (MAPS); transition planning; and including children who are deaf-blind. Also provided are a list of inclusion values, an inclusion checklist for a school's self evaluation process, an assessment instrument for school district evaluation, an inclusion action plan form, a sample team meeting agenda form, and a listing of 43 print resources. (Contains 10 references.) (DB)

ED 391 324 EC 304 573

Barnett, Deborah; And Others
Welcoming Parents as Partners.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 36p.; In: South Dakota Statewide Systems Change Project; see EC 304 571.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Family Involvement; *Inclusive Schools; Mainstreaming; Meetings; Parent Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Student Educational Objectives; Teamwork
IDENTIFIERS- South Dakota

This guide is intended to encourage parent participation as schools move toward more inclusive programs for children and youth with disabilities. The guide covers: the importance of "person first" terminology to refer to people with disabilities; what parents want for their children; parent participation under the Individuals with Disabilities Education Act; the South Dakota Parent Connection, a parent training and information center; parents as members of the team serving the child; strategies for facilitating team interactions; building trusting relationships with families; school-home communication strategies; and strategies for successful meetings with parents. Also included is a checklist for evaluating a school's approach to building partnerships with parents. Appendices include sample forms for reporting progress, planning a meeting agenda, problem solving, creating a positive student profile, and establishing student goals and objectives. (Contains 14 references.) (DB)

ED 391 325 EC 304 574

Duffy, Cheryl; And Others
Welcoming All Children: A Closer Look at Inclusive Child Care.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 37p.; In: South Dakota Statewide Systems Change Project; see EC 304 571.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

program evaluation process, which involves a longitudinal evaluation of service outcomes for a sample of adults receiving services, using the COPAR (Colorado Progress Assessment Review) instrument. In the summer of 1992, a stratified random sample of 781 adults receiving services were surveyed; due to sample attrition, 743 adults were surveyed in 1993. Findings are reported in detail for each question on the COPAR instrument and usually include overall results, comparison by service approach, comparison with the general population, and demographic data, as well as specifics. Findings concerning employment, day program, school, and other services are organized by the following categories: (1) satisfaction with services (in residential and supported living settings and in both integrated and segregated day services); (2) decision-making opportunities; (3) community inclusion; (4) community integrated employment (growth in the program, comparison of wages to minimum wage, and growth in average weekly hours of employment; growth in total earnings; and changes in community integration); (5) talents and personal goals; (6) relationships and a sense of belonging; (7) personal security; and (8) self respect. Also included are data on Colorado citizens' agreement with the Division's service values and their interactions with people having developmental disabilities. (Contains 31 references.) (DB)

ED 391 344 EC 304 593

Belcastro, Frank P.
Richardson Study: Characteristics of Five Gifted Programs in Iowa.
PUB DATE- 29 Dec 95
NOTE- 34p.; For the original 1985 Richardson study, see ED 266 567. For the 1993 Iowa Study, see ED 385 960.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Delivery Systems; Educational Change; Educational Needs; *Educational Practices; Educational Quality; Elementary Secondary Education; Followup Studies; Independent Study; Itinerant Teachers; Mentors; Resource Room Programs; Science Education; *Special Classes; Special Programs; State Surveys
IDENTIFIERS- *Iowa; *Richardson Study

This study was a follow-up to a 1993 study which surveyed Iowa school districts to compare types of programs for gifted students in Iowa with the 16 types found in a 1985 national survey (the Richardson study). The present study examined the five program types which the 1993 study identified as having a large number of characteristics significantly different from expectation, given the proportion of results. Significant characteristics of the following five program types are identified: (1) part-time special program; (2) independent study gifted program; (3) itinerant teacher gifted program; (4) mentorship gifted program; and (5) full-time special class gifted program. Characteristics that the programs shared are identified and recommendations offered. The paper concludes that: these five program types as used by Iowa schools fall short of principles of excellence; the part-time special class (pull-out program) should be replaced with the full-time special class; a version of the full-time special class should be provided for intellectually above-average students; and modular programs and supplementary materials should be used in teaching science to K-8 gifted students. The survey questionnaire is appended. (DB)

EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Case Studies; Cognitive Processes; *Cognitive Style; Communication Problems; *Deafness; Educational Research; Foreign Countries; French; *Language Research; *Learning Problems; *Multicultural Education; Reading Skills; Reading Strategies; Secondary Education; Secondary School Students; Sign Language
IDENTIFIERS- Quebec; *Spontaneous Speech

This study, reported entirely in French, investigated reasons for deaf secondary students' delay in acquisition of reading skills. The study examined relationships between the students' individual cognitive styles, use of Quebec Sign Language, reading in French, and reading strategies. Subjects were 24 students enrolled in one school, paired in a treatment group of 12 and a control group of 12. An analysis of pretests in the four areas of concern (cognitive style, sign language, reading skills, reading strategies) suggests that deaf students have a common cognitive style characterized by thought that is simultaneously non-verbal, global, intuitive, emotional, concrete, and analogical. Based on these findings, interventions were used in the treatment group to develop skills in each area. Results are presented for the two groups, and three case studies are elaborated; the latter are found to provide additional insight into the learning difficulties of deaf students, particularly difficulty in focusing on meaning when communicating and under-developed spontaneous language and cognitive skills. Testing materials, and student evaluation data are appended. Contains an extensive bibliography. (MSE)

ED 391 364 FL 023 513

Awad, Maher
Commitment and Evidence in Arabic Complementation.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Conference on African Linguistics (26th, Los Angeles, CA, March 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Discourse Analysis; *Grammar; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); Regional Dialects; Semantics; Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Arabic (Palestinian); *Clauses

The study examines one component of the system of complementation in Palestinian Arabic. It is argued that the complementizer in question has an inherent semantics capable of influencing the meaning of sentences in which it is embedded. Specifically, its presence in a complex sentence communicates modal meanings distinct from those communicated by analogous sentences lacking it. This analysis challenges traditional assumptions about the functional importance of complementizers. It is hypothesized that the function of this complementizer is to lessen the degree of the matrix subject's commitment to the proposition embodied in the complement clause and to weaken the semantic and syntactic dependence of the clause. Examples are drawn from a number of complement clause types: with subjunctive and indicative complements, after perception verbs, and before direct quotations. Contains 10 references. (MSE)

ED 391 365 FL 023 516

IDENTIFIERS- *Australia (South Australia)

The report details the results of a 2-year followup study of immigrant students in South Australia high schools. The students (n=91) had all been participants in a New Arrivals transitional program, then scattered in different high schools. The study focused on the status, 2 years later, of students leaving the New Arrivals program in the second half of 1983, factors affecting students' decisions to be where they were, problems and concerns of the students after entering high school, the workforce, or non-employment, their perceptions of their progress in high school or the workforce, student aspirations, and academic performance in comparison to the average. The report details the study's methodology and summarizes findings in these areas: secondary school retention rate; age-related issues; student movement between high schools; financial support; use of school counseling services; use of bilingual school assistants to serve this population; student peer and teacher peer relationships; students choice of courses, including first-language study; student aspirations; aspects of English-as-a-Second-Language instruction; implications for the New Arrivals program; and issues related to the education of girls. The student and teacher questionnaires used in the study are appended, and an 18-item annotated bibliography is included. (MSE)

ED 391 385 FL 023 560

Read, Julia
Recent Developments in Australian Immersion Language Education.
PUB DATE- Mar 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (17th, Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Change; Educational History; *Educational Innovation; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Immersion Programs; Instructional Effectiveness; Intensive Language Courses; Language Teachers; Professional Associations; Scholarly Journals; Second Language Instruction; *Second Language Programs; *Teacher Education; Trend Analysis
IDENTIFIERS- *Australia; Canada; Content Area Teaching

The report provides an overview of recent developments in immersion second language education in Australia, contrasting the Australian experience with the Canadian one. Particular attention is paid to some developments that may have significance for the future of foreign language teaching, such as "cold-start" late immersion programs in secondary schools; teacher training for immersion language instruction; in-country intensive/immersion language programs; a study comparing the effectiveness of intensive and immersion approaches; the emergence of the Australian Association of Language Immersion Teachers; and publication of the association's journal as a forum for discussion. It is concluded that there is a danger that the lack of monitoring of the effectiveness of immersion experiments at primary and secondary levels could lead to waning interest of funding authorities. The most promising developments seen at the higher education level are the development of teacher training programs with content-based the magnitude of the gender-based wage differential not only affected global job satisfaction but also intentions to remain in academe, perceived stress level, perceptions of collegiality, and perception of the institution among female faculty. The findings indicated that, as gender-based wage differentials increased, global job satisfaction of female faculty decreased. (Contains 94 references.) (MDM)

ED 391 405 HE 028 841

Kezar, Adrianna
Pilot Studies: Beginning the Hermeneutic Circle. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Doctoral Dissertations; *Educational Research; *Hermeneutics; Higher Education; Interviews; Leadership; Pilot Projects; Postsecondary Education as a Field of Study; Researchers; *Research Methodology; Research Problems
IDENTIFIERS- *ASHE Annual Meeting; Heidegger (Martin)

This paper discusses the importance of pilot studies in the development and implementation of a research project, focusing on the use of a pilot study to revise conceptual and methodological issues in dissertation research on higher education leadership. It examines the hermeneutic circle, as described by M. Heidegger, that stresses the importance of involvement and participation in practical activity as necessary to the development of understanding. The paper then describes the conceptual framework, research focus and goals, and methodology of a pilot study on inclusive higher education leadership models. Finally, it discusses how the pilot study helped to identify methodological changes in the dissertation research project, including the unit of analysis, data collection, the interview process, analysis, and interpretations. The paper illustrates the importance of grounding the research process in practical activity, highlights how reflection can help improve research practice, suggests the value of day-to-day experiences in shaping research, and emphasizes the importance of re-iterative studies and emergent research. (Contains 57 references.) (MDM)

ED 391 406 HE 028 842

Layzell, Daniel T.; Caruthers, J. Kent
Performance Funding at the State Level: Trends and Prospects. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Administrators; Budgeting; Educational Attitudes; Educational Trends; *Financial Support;

FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Students; Disease Control; Epidemiology; Health Promotion; Higher Education; Knowledge Level; *Sexuality; Socioeconomic Influences; *Student Attitudes; *Student Behavior
IDENTIFIERS- *ASHE Annual Meeting; *Condoms

This study examined condom use by college students and factors associated with consistent condom use. It is based on a survey of 212 sexually active residential students at a major eastern doctoral granting institution conducted in the spring of 1994. The survey found that a substantial number of sexually active students were engaging in behaviors that put them at high risk for human immunodeficiency virus (HIV) infection. It found that nearly two-thirds did not consistently use condoms during sex, and that an equivalent percentage reported consuming alcohol or using drugs in situations potentially leading to sexual intercourse. These results were considered surprising in view of the high knowledge level the students displayed in regard the causes of HIV. Students also reported low self-perceptions of risk for contacting HIV. The study also found that race, gender, parental education level, and family income were not related to condom usage. It concludes that while college students have a high awareness level of the causes of HIV infection and acquired immune deficiency syndrome (AIDS), they are not likely to adopt HIV-safe behaviors. The implications for HIV/AIDS education programs are discussed. (Contains 39 references.) (MDM)

ED 391 425 HE 028 861

Ratcliff, Gary R.
The Press as a Policy Actor and Agent of Social Control and the Efforts of Universities to Negotiate Press Performance. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 76p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Educational Attitudes; Educational Trends; Higher Education; Interviews; *Mass Media Effects; *Mass Media Role; *Newspapers; Politics of Education; Public Relations; School Community Relationship; Sociocultural Patterns; *State Universities
IDENTIFIERS- *ASHE Annual Meeting; *Journalistic Objectivity; Journalists

This study sought to ascertain how the press covers higher education and how public research universities work with the press to advance their agendas. It examined the coverage that eight newspapers devoted to six public research universities, namely the Universities of Pittsburgh, Colorado (Boulder), Minnesota, California (Berkeley), and California (San Diego), as well as Ohio State University and the University of California System Office. The study also interviewed newspaper and university officials regarding press coverage of higher education and specific institutions. The results indicated the differing roles that the newspapers had in regard to their

(055)
DESCRIPTORS- Awards; College Applicants; College Bound Students; Federal Programs; *Financial Aid Applicants; Grants; Higher Education; High Schools; Paying for College; Secondary School Students; State Agencies; State Aid; State Federal Aid; *State Programs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Direct Lending; Family Education Loan Program; Free Application for Federal Student Aid; *Oregon; Paul Douglas Teacher Scholarship Program; Robert C Byrd Honors Scholarship Program; Stafford Student Loan Program

This publication is intended as a reference tool for secondary school counselors to help prospective postsecondary students with their financial aid application process. A section on student financial aid discusses how to apply for aid, when to apply, and how the process proceeds. This section covers the federal government application form, Free Application for Federal Student Aid (FAFSA), as well as information specific to Oregon. The next section describes scholarships and grants administered by the Oregon State Scholarship Commission (OSSC) including four state-funded Oregon grants (Oregon Need Grant program, State Grant Supplemental Award, the Barber & Hairdresser Grant Program, and a program for disabled peace officers), two selected federal grant programs--the Paul Douglas Teacher Scholarship program and the Robert Byrd Honors Scholarship (though there is no funding for the first and uncertain funding for the second), and 125 privately funded scholarships. The next section describes federal student loan programs including the Federal Family Education Loan program, the Federal Stafford Loans, Federal PLUS Loans, and Federal Direct Loans. Appendixes contain a copy of the FAFSA, Title IV codes for all Oregon colleges, further application information, a list of financial aid offices, a list of reference books and pamphlets, and the OSSC's World Wide Web page address. (Contains 21 references.) (JB)

ED 391 443 HE 028 894

Report on the 1993-95 Biennium.
PUB DATE- 95
NOTE- 34p.; For related documents, see HE 028 893-895.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Economic Factors; Educational Finance; Federal Programs; Financial Aid Applicants; Grants; Higher Education; *Need Analysis (Student Financial Aid); Paying for College; State Agencies; State Aid; State Federal Aid; *State Programs; *Student Financial Aid; Student Loan Programs; Student Volunteers
IDENTIFIERS- Direct Lending; Family Education Loan Program; Free Application for Federal Student Aid; *Oregon; *Oregon State Scholarship Commission; Stafford Student Loan Program

This publication reports on the activities of the Oregon State Scholarship Commission (OSSC) and the status of the programs it oversees during the two-year period from July 1, 1993 through June 30, 1995. A brief report from the executive director reviews the period's substantial reductions in state funds and rapid growth in private award programs. A financial statement for the period is provided as well as a discussion of reduction in the Scholarship Commission Budget, creation of a Community Service Volunteer program, changes in federal loan programs, and the start of 35 new private award programs. A discussion of state loans and grants reports on the status, number of

Procter, Susan; And Others
An Investigation into Staff:Student Ratios in Nursing and Midwifery Education.
PUB DATE- 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computation; *Educational Finance; Foreign Countries; *Mathematical Formulas; National Surveys; *Nursing Education; *Obstetrics; Postsecondary Education; Questionnaires; *Teacher Student Ratio
IDENTIFIERS- Nurse Midwives; United Kingdom

A study examined the calculation of staff:student ratios (SSRs) in nursing and midwifery education in courses validated by the English National Board for Nursing, Midwifery and Health Visiting (ENB). Data were collected from questionnaires mailed to all 108 colleges of nursing and midwifery and higher education institutions offering ENB-validated courses and semistructured interviews with 10 senior managers in nursing and midwifery education. Thirty-nine usable questionnaires were returned. The study established a lack of standardization in the components of the formulas used by the various institutions to calculate SSRs. The interviews revealed three main methods of funding: funding based on SSR, per capita funding; and funding based on course costings that were largely determined by the funding body. Among the study recommendations were the following: (1) develop a standardized formula for calculating SSRs based on whole time equivalent students and staff; (2) calculate SSRs at those levels in organizations defined as the administrative unit or division in which nursing/midwifery education is located; and (3) express the formula used to calculate resources for nursing/midwifery education as per capita funding. (The bibliography contains 20 references. Appendixes include the survey instruments and cover letters and a list of field work objectives.) (MN)

TVE and the education system; ways to improve career guidance and counseling; policies to improve the participation of special social groups in TVE; and development of TVE in the informal sector. The working group report on entrepreneurial skills for small business exemplary curriculum concludes the report. (YLB)

ED 391 019   CE 070 585

Haas, Adrian
Case Studies on Technical and Vocational Education in Asia and the Pacific. An Overview.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 94
NOTE- 33p.; For related documents, see CE 070 584-598. Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Case Studies; Curriculum Development; Developing Nations; *Economic Development; *Educational Development; Entrepreneurship; Foreign Countries; Labor Force Development; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Asia Pacific Region

A project considered issues that might contribute toward raising the status of technical and vocational education (TVE) in Asia and the Pacific region. It also provided a review of TVE in Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Pakistan, Thailand, and Vietnam. Researchers involved in the project endeavored to provide a number of examples of best practice that might act as models for other countries desiring to improve the status of TVE. The countries showed considerable variation with regard to their stage of development, country economic conditions, the state and approach to the provision of TVE, and the problems that affected these countries. Issues addressed in the case studies included strategies to innovate TVE systems to cope with changing demands of the labor market caused by national economic development; policies to promote close linkages between TVE institutions and industry; efforts to include entrepreneurial orientation and skills in TVE; measures to improve teacher quality; procedures to promote articulation between TVE and the education system; and policies to improve the participation of special social groups in TVE. These factors were found to affect the status of TVE: articulation, recognition of learning, broad based training, curriculum, quality, teachers, industry linkages, and duplication. (The report begins with lists of researchers and the case studies and concludes with the recommendations.) (YLB) worldwide systems for recognition of higher vocational qualifications that represented capacity outcomes essential for social and economic development, particularly in developing countries. CUHK recommended that the offer of a Memorandum of Cooperation should not be accepted. (Contains 16 references.) (YLB)

ED 391 037   CE 070 607

Imrie, Bradford W.
International Recognition of Vocational Qualifications.
PUB DATE- May 95
NOTE- 13p.; Paper presented at the International Vocational Education and Training Association Conference (South Africa, May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Educational Certificates; *Educational Cooperation; Foreign Countries; *Higher Education; *International Cooperation; International Educational Exchange; Job Skills; *Student Certification
IDENTIFIERS- Australia; England; European Community; *Hong Kong

Certain issues are relevant to the international recognition of vocational qualifications: (1) the assumption that each country does or should value vocational education and training; (2) the quality of the national system and the implications for international recognition of qualifications, including recognition of the accrediting and awarding bodies; and (3) quality assurance and assessment systems being developed in various countries that will contribute to international recognition of qualifications and be used by countries to monitor and judge qualifications from other countries. Clearly, the policies represented by the European Community (EC) Directives will have far-reaching effects as the EC network expands. As part of the EC, the United Kingdom's National Vocational Qualifications Framework will also have a strong influence internationally through the network of Commonwealth countries. Three bodies offer the Higher Diploma (HD) in Hong Kong. A proposal for a memorandum of cooperation whereby HD students would be entitled to a degree by the University of Northumbria at Newcastle was declined. Overseas universities offer programs in Hong Kong that recognize higher vocational qualifications and with conversion courses designed for HD entry. The role of the International Vocational Education and Training Association should be that of a change agent that works with other bodies to ensure more recognition and support is given to higher vocational education. (Contains 26 references.) (YLB)

Responding to a perceived need resulting from the collapse of the Soviet Union, the dismantling of the Berlin Wall, and the end of the Cold War, the Air Command and Staff College (ACSC) at Maxwell Air Force Base (Alabama) revised its curriculum. Data for the descriptive study were gathered through interviews of the leadership of the school and questionnaires sent to the 75 instructors and 580 students. Responses were received from 44 instructors (59 percent) and 134 students (23 percent). The survey instrument was developed around Grundy's (1987) three fundamental human interests--technical interest, practical interest, and emancipatory interest--to see which of these interests the respondents considered most appropriate to the curriculum. From the interviews, the underlying theory behind the new curriculum was found to be heavily influenced by the practical and emancipatory disposition. From results of the questionnaire, the instructors tend to lean toward a curriculum informed by practical interest. About the same number of students think the curriculum should be informed by the emancipatory disposition as think it is actually technical in the way it is practiced. Most of the students who think the curriculum should be practical in design also think it is practical in practice. A far smaller percentage of students than faculty think the curriculum is actually designed in an emancipatory way. The curriculum of the school was changed as a result of the efforts of Colonel Warden, the Commandant of ACSC, who functioned as a change agent to overcome the dogma that had been established over a long time. As the school's new curriculum nears the end of its second year, there is a gap between theory and practice but it is not a large one. To satisfy faculty and students, the practical interest should be developed more thoroughly, and the faculty should eventually become more emancipatory in their practice. (The school's vision, mission statement, and objectives and the survey document are included in the report.) (KC)

activities are based on the "SimCity2000"(TM) computer program. (KC)

ED 391 074 CE 070 687

Titus, Dale
It Works! Vocational Exploration as Drop Out Prevention.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Career Exploration; *Dropout Prevention; *High Risk Students; *Prevocational Education; Secondary Education; *Skill Development
IDENTIFIERS- *Pocono Mountain School District PA

A pilot vocational exploration program in the Pocono Mountain School District (Pennsylvania) was conducted for students who were at risk of dropping out of school after failing eighth grade. The program, conducted as a ninth-grade class, allowed at-risk students to receive concentrated, personalized help in basic academic skills while exploring vocational areas of their choice. Close home-school alliances were also set up to help the students with problems. The program was voluntary and required students' attendance and effort. The program proved successful in preventing failure on the part of many of the students in the pilot program. Many of the students tried harder and achieved with smaller classes and personalized help. Instead of dropping out, they were able to continue in school and enter the technical program in 10th grade. (KC)

NOTE- 1,122p.; For a related final report, see CE 070 707.
LANGUAGE- English
EDRS Price- MF08/PC45 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; Curriculum; Education Work Relationship; *Inplant Programs; Job Skills; Learning Activities; Learning Modules; Listening Skills; *Literacy Education; Mathematics Instruction; *On the Job Training; Reading Instruction; Teaching Methods; *Workplace Literacy

This document contains the learning modules developed during the Nabisco Richmond Facility's workplace literacy project. The first section is the facilitator's guide and the second is the participants' copy. Modules are included on the following topics: listening, problem solving, applied math (including calculator usage and military time), graph comprehension, and reading comprehension. Each unit includes activities for minimum, moderate, and maximum skill levels of employees, as well as activities for total group and individualized instruction. Activities include worksheets and tests, with test answers and teaching ideas included in the instructor's copy only.

ED 391 094 CE 070 722

Annotated Bibliography of Workplace Literacy Materials.
PUB DATE- Aug 95
NOTE- 17p.; For the 1994 annotated bibliography, see ED 374 241.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; *Citations (References); Curriculum Guides; Educational Resources; Education Work Relationship; *Inplant Programs; *Literacy Education; *On the Job Training; *Workplace Literacy

This bibliography provides a listing of 53 publications that were funded under the Adult Education Act, as amended by the National Literacy Act of 1991, or that provide support to adult education and literacy activities. The listing includes reports, studies, surveys, and guides on the following topics: assessment and testing, curriculum development, lifelong learning, program planning, evaluation, resources, small business involvement, and union involvement. (Author)

A young person showing strong destructive symptoms often has too much hatred toward adults, other authorities, and society for the "voice of reason" to penetrate or reach some fixed point in his or her psyche. Music, however, activates emotions raising problems of the real field of life to be dealt with in symbolic form. This paper discusses the theory and practice of music therapy in the treatment of institutionalized adolescents. Cognitive developmental psychology and the theories of Piaget, Freud, and Lewin are examined. Sections are: "Is Music an Early Form of Thinking?"; "Visions of Despair in the Background of Destructive Adolescents"; "Does Teenage Music Help in the Treatment of Destructivity?"; "Music in the Field of Life"; "Can Music Solve Crises in Real Life?"; and "The Opportunities of Music in Community Work." Music is seen as a treatment modality which may reach emotionally disturbed teenagers and traumatized individuals. (JBJ)

benefits and limitations of the study. Contains 10 graphs and 30 references. (Author)

ED 391 135   CG 026 784

Calhoun, Yolanda Marie
A Study of the Difference between the Likelihood of Males and Females Being Sexually Abused.
PUB DATE- Aug 94
NOTE- 55p.; Research Paper, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Child Abuse; Incest; Incidence; Preadolescents; Rape; Secondary Education; *Sex Differences; *Sexual Abuse; Victims of Crime
IDENTIFIERS- Texas (Harris County)

The purpose of this study was to explore the difference between the sexual abuse of males and females. The study group was a caseload of clients from the Northside Family Resource Center in the Houston area, a branch of the Mental Health Mental Retardation Association (MHMRA) of Harris County, Texas. The researcher studied 21 children, age 10 through 17 years. A 14-question questionnaire was used to collect information about the sexual abuse of children. The data indicated that there was a difference in the likelihood of males and females being sexually abused at a 0.01 level of significance allowing the rejection of the null hypothesis which stated there would be no significant difference in sexual abuse between males and females. Other findings suggested that there was no significant relationship between the sexual abuse of children and race or the number of adults in the home. It was recommended that further studies be conducted on a larger population sample. Fifteen appendices provide materials used in the study, including the questionnaire, and 13 tables. (Author/JBJ) do not always agree with each other on cultural values. Writers and illustrators need to train themselves to distinguish the values, facts, and attitudes which members of a culture as a whole would consider worthy of acceptance and belief. Several studies indicate that folktales represent an extremely high percentage of multicultural picture books. Writers need to carefully select and adapt stories, engaging in research to reflect the culture of origin and to make their value implications compatible with those of recipient cultures. (Contains 6 references.) (CR)

Thomas Mallon's "Stolen Words: Forays into the Origins and Ravages of Plagiarism," demonstrate the terms of these conclusions. Both Bloom and Mallon assert that all writing is influenced, none autonomous. Both, further, discuss writing with sexual metaphors that indicate a lack of appreciation for collaboration and other female inclinations. Robinson Shipherd was specific in linking originality to the masculine body, plagiarism to the female. Other 20th century writers, like Sigmund Freud, depict women as an obstruction to creativity. Meltzer finds that for Freud, men must acknowledge the feminine as the "passive and unproductive" elements in their work or they themselves will become feminized. Consider, also, William Perry's well-known explanation of exam-taking: rote obedient learning is associated with the female, while a subtle grasp of the abstract is associated with male learning. (Contains 19 references.) (TB)

ED 391 177 CS 215 202

Behn, Robin, Ed.; Twichell, Chase, Ed.
The Practice of Poetry: Writing Exercises from Poets Who Teach.
PUB DATE- 92
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Writing; *Figurative Language; *Poetry; *Writing Exercises; Writing for Publication; *Writing Processes
IDENTIFIERS- *Author Text Relationship; Poetic Forms; Voice (Rhetoric); *Writing Development

Based on the idea that poetry, like any art, is best mastered through practice, this handbook for poets combines poetry-writing exercises with personal essays by each contributing poet. Some of the poets represented in the handbook are: Maxine Kumin, Rita Dove, Roger Mitchell, Carol Muske, Sydney Lea, and J. D. McClatchy. The exercises in the handbook address a broad range of topics: the struggle for inspiration, transforming memory and experience into writing, the process of revision, experimenting with formal structure, as well as many others. The collection of more than 90 tested and proven exercises is designed to stimulate the imagination and increase technical flexibility and control. Two appendixes contain a mail-order source list of poetry books and a list of published works referred to in the text. (NKA)

IDENTIFIERS- African Americans; Cognitive Research; Illinois

African American cognitive Styles have not received much attention in research. An intended ethnographic study will examine the preferred cognitive styles employed by African American students in the classroom. The literature on African American cognition indicates that they are likely to utilize field dependent cognitive styles. The setting will be a large urban high school in an Illinois community. The selected population will include students in different speech classes. A large portion of the data will be gathered through participant observation. In-depth interviews will also be conducted. Three cognitive style assessments will be administered. (Contains 37 references and a table listing characteristic differences in field dependence/independence. The three cognitive style assessments to be used are attached.) (RS)

over of Jerusalem. Mass media students, who usually are confined to studying American media, can benefit from examining foreign media approaches. (Contains 10 references.) (NKA)

ED 391 215 CS 509 167

Hyde, Bruce; Bineham, Jeffery L.
Argument and Dialogue: A Pedagogical Exploration into the Possibility of Public Discourse.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Course Descriptions; *Dialogs (Language); Discussion (Teaching Technique); Higher Education; *Persuasive Discourse; *Speech Communication
IDENTIFIERS- *Dialogic Communication; *Public Discourse

Based on a course that inquired into the similarities and differences between the discourse forms of argument and dialogue, this paper explores theoretical issues related to these communicative forms. The purpose of the team-taught course was for students to explore the possibility of non-polarizing public discourse. The first two sections of the paper summarize the theoretical material on argument and dialogue that comprised the class discussions. The third section describes the specific course format and the activities by which students were able to put this theoretical material into practice. Contains 33 notes. (RS)

Louis Castenell, Karen Gallagher, Sally B. Kilgore, and Debra A. Martinson); and (10) "Schools Must Do More for Children--Child Advocacy as an Educational Responsibility" (Judith H. Cohen). Section 3, "Learning and Assessment," is comprised of the following four chapters: (11) "The Content of Cultural Inventions: Learning and Curriculum" (Ivor F. Goodson); (12) "The Role of Standards and Assessments in National Reform" (David Lee Stevenson); (13) "The Politics of a National Curriculum" (Michael W. Apple); and (14) "High School Curriculum Differentiation and Postsecondary Outcomes" (Thomas B. Hoffer). The following five chapters are included in the fourth section, "New Strategies for Solving Educational Problems"; (15) "Policy, Knowledge, and Power: Some Issues for the Study of Educational Reform" (Thomas S. Popkewitz); (16) "Can the Big-City School System Be Governed?" (Kenneth K. Wong); (17) "Administrative Leadership and the Crisis in the Study of Educational Administration: Technical Rationality and Its Aftermath" (James G. Cibulka and Hanne B. Mawhinney); (18) "Privatization: Integrating Private Services in Public Schools" (Ellen B. Goldring and Anna V. Shaw Sullivan); and (19) "Why School Choice? A Question of Values" (Peter W. Cookson, Jr., and Barbara Schneider). Nine figures, 10 tables, and an index are included. References accompany each chapter. (LMI) parents. Chapter 1 focuses on data that delineate the micropolitics of authoritarian and adversarial principal leadership. In chapter 2 data about micropolitical interactions among teachers, parents, and students are discussed from the standpoint that teacher empowerment cannot and should not occur at the expense of the school's students and their parents. Micropolitics between and among teachers is the subject of chapter 3. The fourth chapter presents data that illustrate the unique ways that teachers respond to open versus closed principals. Ways in which open principals affect the micropolitical world of teachers are examined in chapter 5. Chapter 6 presents case-study data that show how open administrative leadership styles, through the manipulation of cultural, symbolic, and ideological dimensions of school life, may lead to more sophisticated forms of teacher control. The final chapter considers how schools might move to a more democratic form of leadership in which power is shared throughout the school. (Contains 226 references.) (LMI)

state policy changes in fostering program consolidation is stressed. (DB)

ED 391 271 EC 304 520

O'Reilly, Fran E.
State Special Education Funding Formulas and the Use of Separate Placements for Students with Disabilities: Exploring Linkages. CSEF Policy Paper Number 7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Finance; Educational Practices; Educational Trends; Elementary Secondary Education; *Financial Policy; Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; State Regulation; State Standards; *Student Placement
IDENTIFIERS- *Funding Formulas

This study addressed the relationship between alternative types of state funding formulas and the use of separate placements for students with disabilities, and identified other characteristics of states that might be associated with the degree to which they use separate placements for the delivery of special services. Three research questions are addressed: (1) identification of states which are high or low users of separate placements for students with disabilities; (2) identification of any relationships existing between use of separate placements and a state's type of funding mechanism; and (3) other factors associated with a state's high or low use of separate placements. First, states were ranked on their use of separate placements based on federally reported data for the 1991-92 school year. Second, components of state funding systems were reviewed to identify patterns or likely relationships. Third, state administrators in states identified as high or low users of separate placements were interviewed to discuss possible relationships. Finally, when interviews revealed that demographic characteristics might play an important role in the use of separate placements, geographic and regional relationships were investigated. States that are low users of separate placements tended to use a funding formula not explicitly linked to student placement. No single type of funding formula was found for states that ranked high in their use of separate placements. Administrators did not feel that state funding formula alone was a strong influence on student placement policy. Other factors, such as geographic features, history, and educational tradition, were identified as possible contributors to the extent of separate placements. (Contains 14 references.) (DB)

Participation; Symptoms (Individual Disorders)

This booklet on asthma for physical education teachers and other school personnel offers guidelines for the maximum inclusion of students with asthma in regular physical education activities. It stresses that today's treatments can successfully control asthma so that students can participate fully in physical activities most of the time. First asthma is explained. Then guidelines for helping students control their asthma are offered. They include: recognizing asthma triggers; avoiding or controlling asthma triggers; following an asthma management plan; ensuring that students with asthma have convenient access to their medications; and modifying physical activities to match the student's current asthma status. A third section focuses on recognizing symptoms and taking appropriate action. It identifies symptoms that require prompt action, signs that may indicate poorly controlled asthma, and confusing signs that may or may not be an asthma episode. Appendices include a sample Student Asthma Action Card, information on peak flow monitoring and use of a metered dose inhaler, and a listing of resource organizations. (DB)

This monograph explores the nature and development of aggression and violence in children and youth, especially as manifested within the school setting. It examines the extent of the problem, typical reactions to aggression and violence within the school, and the impact of these reactions on the behavior of students with emotional/behavior disorders. The development of such behavior in children is attributed to such conditions as observation of aggression, victimization, few positive affective social bonds, and reinforcement of the child's own aggressive behavior. Factors possibly explaining the disappointing results of previous prevention and treatment efforts are also discussed. Four types of violent behavior are identified: (1) situational violence (may be exhibited by approximately 40 percent of the population); (2) relationship violence (25 percent of the population); (3) predatory violence (8 percent); and (4) psychopathological violence (0.5 percent). Guidelines for the prevention and treatment of each of these types of violence is offered, suggesting that interventions that are effective with one type of violence may not be effective with other types. Schools are urged to adopt approaches to deal with the various risk factors related to the different types of violence. (Contains 115 references.) (DB)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Techniques; Compliance (Legal); *Day Care; Day Care Centers; *Disabilities; Early Childhood Education; *Guidelines; *Inclusive Schools; Interpersonal Communication; Mainstreaming; *Social Integration; Teamwork; Toys; Young Children
IDENTIFIERS- South Dakota

This guide for child care providers in South Dakota offers guidelines for including children with disabilities in child care services. The materials in the guide provide information on: what inclusive child care is; characteristics of the good child care provider; the importance of "child first" terminology; commonalities of all children; the importance of teamwork with the child's educational program providers and parents; requirements of the Americans with Disabilities Act; communication strategies for providers; strategies for managing small groups to include children with specific disabilities; answering children's questions about disabilities; equipment and adaptive devices; and evaluating and adapting toys. Also included are a suggested bibliography of children's books and descriptions of several South Dakota agencies that can provide additional assistance. (DB) (DB)

ED 391 345 EC 304 594

Bernal, Ernesto M.

Finding and Cultivating Minority Gifted/Talented Students.

PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the National Conference on Alternative Teacher Certification (Washington, DC, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Cultural Differences; *Curriculum Development; *Educational Practices; Educational Principles; Elementary Secondary Education; Ethnic Groups; *Gifted; Minority Groups; Program Development; Selection; Student Characteristics; *Student Development; *Talent; Talent Development; Talent Identification; Teacher Characteristics

This paper focuses on selection of students and curricular programming in gifted education. A current emphasis on selection rather than identification of able learners, including culturally diverse able learners, is noted, as are new understandings of the nature of giftedness, including: giftedness is more than high intelligence; giftedness is largely developmental; there is no one psychological test that measures giftedness; giftedness needs special attention to be developed; and one does not need to speak English to be intelligent. Selection is best done when observation, authentic assessments, and actual tryouts in programs are used as well as traditional standardized tests. Principles of good gifted education programs are listed, including: (1) use of a variety of acceleration options; (2) use of a variety of enrichment options; (3) homogeneous grouping; (4) regular opportunities for creative expression; and (5) teaching that is cross-disciplinary, integrated, and reality-based. Characteristics of a good teacher of the gifted/talented are also briefly considered. (DB)

Virtanen, Tuija
Analysing Argumentative Strategies: A Reply to a Complaint.
PUB DATE- 95
NOTE- 11p.; In: Warvik, B., Ed., Organization in Discourse: Proceedings from the Turku Conference, 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Discourse Analysis; English; Foreign Countries; Language Patterns; Language Research; *Letters (Correspondence); Linguistic Theory; *Persuasive Discourse; *Writing (Composition)

An analysis of discourse focuses on argumentative strategies used in reply to a complaint. The complaint was in the form of a letter, in English, written to a breakfast cereal company, expressing concern about a stone found in the product. The response, also in letter form, is examined for its text strategy. These elements are discussed: the letter's interactive framework using first- and second-person references, which signals involvement; increasing text complexity within the main body of the letter; expository text suggesting careful thought; use of text patterns signaling concession; a conclusion with a false suggestion of coherence; and patterns corresponding to rhetorical structure theory. It is noted that when the text was presented to 6 national speakers of English and 18 students of English as a Second Language, who were then asked to point out the portion they thought represented the essence of the text as a whole, the two groups selected different paragraphs. Contains 20 references. (MSE)

instruction in the target language and an emerging focus on combining intensive and immersion instruction at this level. (Author/MSE)

ED 391 386 FL 023 561

Thompson, Linda
School Ties: A Social Network Analysis of Friendships in a Multilingual Kindergarten.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cultural Pluralism; Ethnology; Foreign Countries; *Friendship; Group Membership; *Intercultural Communication; *Interpersonal Communication; Language Patterns; *Preschool Children; Preschool Education; *Social Networks
IDENTIFIERS- England; Ethnolinguistics; Pakistanis

An ethnolinguistic study of eight children (four girls, four boys) in an English nursery school is presented. The study examined the language and social behavior of the 3-year-old children during their initial adjustment to a school environment. All were third-generation British born to families of Pakistani origin, and spoke Mirpuri, vernacular Urdu-Punjabi, and English. They were observed on their first day in school and again 3 months later. Data were drawn from recordings of naturally-occurring language and contextual information on behavior. Case studies of one girl and one boy are presented here. Using social network analysis, the ways in which these linguistic minority students established contact with each other and other children are demonstrated. Two network types emerged: loose pupil networks and dense friendship networks. The former are characterized by the presence of teachers, playing an influential role in the composition of the cluster and the activities and behaviors of participants. As the term progressed, key individuals emerged from the pupil network and moved to form dense friendship networks. The groups' memberships influenced the bilingual children's social and language behavior in this setting, suggesting that children at this age can recognize markers of ethnicity. (MSE)

*Higher Education; National Surveys; *Performance Factors; *Program Attitudes; Program Effectiveness; Public Policy; State Government; *State Programs
IDENTIFIERS- *ASHE Annual Meeting; *Performance Funding

This paper reviews the concept of performance funding (PF) in governmental and higher education budgeting at the state level, reports the results of a recent national study of state-level PF for higher education, and assesses the likelihood that PF will become a permanent fixture in most states' approaches to budgeting for higher education. The study is based on a mail survey of 40 state higher education finance officers, which sought information on the status of PF in the respondents' states, the breadth of PF programs, program objectives, program history, program mechanics, performance measures and evaluation, and the respondents' observations on the effectiveness and future outlook for PF. It found that, despite the rhetoric from governors and state legislatures about the need for increased accountability for higher education, only eight of the states surveyed (20 percent) had PF in place, and that the majority had no current plans to implement PF for higher education. The survey did find that policy-makers were generally perceived by the respondents as viewing PF as an effective management tool. A copy of the survey form is included. (Contains 12 references.) (MDM)

coverage of the local university, focusing on reportage in regard to consumer advising, policing the university, window on the university, higher education politics, higher education trends, and social trends. The results compared the differing editorial policies of the newspapers in regard to news balance, thresholds of evidence for claims of wrongdoing, community expectations, use of informants, and "puff" pieces. (Contains 73 references.) (MDM)

ED 391 426 HE 028 862

Yamasaki, Erika
The Role of Ethnicity in Conceptualizing and Practicing Leadership in a Japanese-American Student Organization. ASHE Annual Meeting Paper.
PUB DATE- Nov 95
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Asian Americans; *College Students; Cultural Influences; Cultural Traits; *Ethnicity; Higher Education; *Japanese Americans; *Leadership; Leadership Qualities; Leadership Training; Personality Traits; Racial Identification; Social Integration; Student Leadership; *Student Organizations; Student Participation
IDENTIFIERS- *ASHE Annual Meeting; *Asian American Students

In order to examine the gap between Asian American over-representation in higher education and their under-representation in leadership positions in United States society, this study examined leadership in a Japanese American college student organization, the "Tomo No Kai (Tomo)." In particular it examined the role of personal qualities, cultural values, and generational status in students' conceptions and practice of leadership. The study used a qualitative approach with data collected primarily through naturalistic observation techniques and interviews. The study included observation of various meetings and activities of the group and surveys of and semi-structured interviews with a selected sub-set of nine participants. Data analysis revealed that the organizational context of Tomo was bounded by students' reasons for joining the club, which was often to establish their own ethnic identity. According to participants, effective leadership was caring and nurturing, yet also hierarchical, a model with strong roots in Japanese-American culture. Interestingly, few Tomo members were involved in activities aimed at the student population as a whole, raising the question of whether these ethnic organizations hamper students' progress in the wider societal context. Includes a copy of the survey. (Contains 23 references.) (JB)

participants, and funds used for the Need Grant program, the Barber and Hairdresser Grant, the Oregon Nursing Loan Program, the Oregon Rural Health Services Program, the Higher Education Community Service Voucher program, and Volunteers in Service to Oregon. Similar data are offered for two federal programs, the Paul Douglas Teacher Scholarship, and the Robert C. Byrd Honor Scholarship program. A further section lists privately funded award programs placed with the OSSC during the biennium. A final section reports on participants and funds for OSSC-Guaranteed Federal Family Education Loans (FFEL). Appendixes contain data on distribution of Need Grants, private awards, and OSSC-Guaranteed FFEL loans. (JB)

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ED 390 982 JUNE 1996 TO:ED 391 871

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ED 391 444 HE 028 895

Oregon Financial Aid Almanac 1992-93.
PUB DATE- Aug 94
NOTE- 47p.; For related documents, see HE 028 893-894.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Enrollment; *Expenditures; Federal Programs; Grants; Higher Education; No Need Scholarships; Scholarships; State Aid; State Federal Aid; State Programs; Student Employment; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; Veterans Education; Work Study Programs
IDENTIFIERS- Bureau of Indian Affairs; Direct Lending; Family Education Loan Program; Health Education Assistance Loan Program; Health Professions Capitation Grant; Health Professions Student Loan Program; *Oregon; Parent Loans for Undergraduate Students Program; Paul Douglas Teacher Scholarship Program; Pell Grant Program; Perkins Loan Program; Robert C Byrd Honors Scholarship Program; Stafford Student Loan Program

This almanac contains 20 tables on Oregon higher education financial aid developed with data that the Oregon State Scholarship Commission collected when it surveyed 71 institutions in the state in October, 1993. Other sources of information include files of the Oregon Federal Family Education Loan program, Federal Department of Education summaries of Pell Grant disbursements, reports completed by institutions, and telephone conversations with college financial aid office personnel. The bulk of the document consists of the tables displaying data. Two opening summary tables provide data on programs, amounts, and types of assistance; and sources of assistance and basis of awards. Two graphs show reported disbursements by segment and type of program and state-wide disbursements by type of program. The following tables show program disbursements by institution and segment for major sources of aid (need-based programs, no-need programs, military programs, state need-based programs), major self-help programs (federal and state loans, students employment, and long-term institutional loans), and other sources of aid (miscellaneous aid, grants, programs, and programs external to institutions). Other information is on staffing of financial aid offices, proportions of undergraduates assisted, total enrollment/proportion aided, total aid awarded, and aid dollars per student. A glossary is included. (JB)

ED 391 445 HE 028 896

Ruppert, Sandra S.
The Politics of Remedy: State Legislative Views on Higher Education.
PUB DATE- Jan 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Accountability; College Role; Educational Finance; Federal State Relationship; Governance;

ED 391 462 IR 017 609

O'Connor, Bridget N., Ed.
Organizational and End-User Information Systems Model Curriculum.
PUB DATE- 96
NOTE- 39p.; Cover title is "Organizational & End-User Information Systems: Curriculum Model for Undergraduate Education in Information Technology."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; Course Objectives; *Curriculum Design; Curriculum Development; *Information Systems; *Job Development; Learning Theories; Microcomputers; Models; Needs Assessment; Organizational Change; Performance Technology; Postsecondary Education; Users (Information); Work Environment
IDENTIFIERS- Curriculum Councils; *Multimedia Information Systems

One of the goals of the Office Systems Research Association (OSRA) is to ascertain the competencies needed by an information systems professional charged with organizational and personal performance technologies. This model curriculum, a major update of OSRA's 1986 Model Curriculum, emphasizes the technical aspects of multimedia desktop information systems. Crossing into behavioral science domains like job redesign, planned organizational change, and adult learning theory, the model also examines organizational and individual factors that are vital to the success of any new system. The curriculum is particularly geared for the end-user, or the person who actually uses these systems in daily work activities, who is increasingly playing a variety of roles in needs assessment, design, implementation, and evaluation. The model presents suggested designs for 11 separate courses, and each outline contains: (1) a course description; (2) a list of course outcomes, or abilities that a graduate of the course should be expected to have; (3) a course approach, or what kinds of class presentations or assignments might best accomplish course objectives; (4) course content, including a recommended percentage of the entire course that each topic should take up and a skill level that learners will need to undertake each topic; and (5) resources, often books, but also including journals and even agencies. (BEW)

ED 391 463 IR 017 611

Rud, Anthony G., Jr.
The Development of an On-line Community of Inquiry.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; *Community; Computer Mediated Communication; *Electronic Mail; Elementary Secondary Education; Information Dissemination; Online Systems; *Teachers; *Teleconferencing
IDENTIFIERS- *Listservs; North Carolina Center for Advancement of Teaching; Teacher Awareness; Teacher Cooperation; *Teacher Development

ED 391 481 IR 017 634

Ma, Yan
A Semiotic Analysis of Icons on the World Wide Web.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains illustrations which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Interfaces; Cultural Awareness; *Hypermedia; Information Retrieval; Information Sources; Internet; Library Services; Multimedia Materials; Online Searching; *Screen Design (Computers); *Semiotics; *Visual Aids; Visual Literacy
IDENTIFIERS- Cultural Content; Home Pages; *Iconicity; *World Wide Web

The World Wide Web allows users to interact with a graphic interface to search information in a hypermedia and multimedia environment. Graphics serve as reference points on the World Wide Web for searching and retrieving information. This study analyzed the culturally constructed syntax patterns, or codes, embedded in the icons of library homepages on the Web. For example, most hypertexted words are highlighted in blue and underlined, while most hypertexted graphics are framed in blue borders. Quantitative analysis was conducted on the segments of icons, ascertaining how often a particular icon is used to index the same type of resource, or how many different types of icons are used to index the same type of resource. Subsequent qualititative analysis studied the meanings and connotations of the icons. Research focused on those icons which point to the catalog, to references services, or to collections. Recurring icons included the book, the person-at-desk, the word "new" to indicate recently added services or details, the highway, or the magnifying glass. Their frequent use indicates the emergence of a unique Internet culture. Illustrations of two library home pages are included, along with the appropriate World Wide Web addresses, or uniform resource locators (URLs). (Contains 23 references.) (BEW)

ED 391 482 IR 017 635

Jones, Marshall G.
Anthropomorphizing the User Interface: A Case for Interface Guides.
PUB DATE- 95
NOTE- 9p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains figures which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Interfaces; *Computer Literacy; *Computer Software Development; Instructional Effectiveness; Multimedia Materials; User Needs (Information); *Visual Aids
IDENTIFIERS- *Anthropomorphism; Beginning Competence; Clip Art;

ED 391 497 IR 017 650

Vrasidas, Charalambos; Lantz, Chris
Adaptation of a Visual Readability Instrument to Multimedia Format.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains illustrations that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Cognitive Processes; *Computer Assisted Testing; Evaluation Criteria; Measurement Techniques; *Multimedia Materials; *Photographs; Pictorial Stimuli; *Readability; Semiotics; Test Construction; *Test Format; Textbook Content; Visual Aids; *Visual Measures; Visual Perception
IDENTIFIERS- Perception Research; Pictures

This paper describes a study in which a Picture Readability Index (PRI) was used to investigate initial and extended perceptions of photographs. Readability criteria for evaluating instructional text seems to have been in place for a long time, yet instructional visuals like photographs and illustrations have typically been subject to no such criteria. The PRI, developed from research in the areas of semiotics, linguistics, perception, visual literacy, and cognitive psychology, seeks to apply measurable readability criteria to these visuals. It considers first impressions gained from brief exposure, and also examines how a picture and caption are processed together during prolonged exposure. Data is coded and entered onto a nomograph for comparison between affective and cognitive domain classifications. The paper-and-pencil version of the PRI test, that was administered to a small group of students, however, is somewhat limited by its length and complexity, which may cause fatigue to have an influence on responses. Thus researchers set out to adapt the PRI test for the computer; besides eliminating the fatigue factor, the computer-assisted version would also organize data and simplify the process of projecting the image for viewing by the respondent. Adapting the PRI test into a computer-administered format involved selecting an authoring tool, flowcharting to modularize the instrument, storyboarding, scanning in photographs and drawings, creating test questions, and constructing and revising the multimedia prototype. Future study may include a computerized-adaptive version of the PRI, in which the progression of questions on the monitor will depend on prior responses. (Contains 27 references.) (BEW)

ED 391 498 IR 017 651

Lantz, Chris
Digital Photography and Its Impact on Instruction.
PUB DATE- 96
NOTE- 7p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains an illustration that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 391 515 IR 017 668

Baule, Steven M.; Lyons, Suzanne M.
Planning for and Implementing Internet Training for Teachers.
PUB DATE- 95
NOTE- 6p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cognitive Style; *Guidelines; Information Sources; *Internet; Online Searching; *Professional Training; Program Development; Program Implementation; *Teachers; User Needs (Information); Workshops

Because many schools face the difficult task of training teachers to use the Internet, this paper provides guidelines for planning and implementing an Internet training program for teachers. The first issue that must be addressed is defining goals and objectives by assessing the needs of the network users. Next, the various methods of Internet access must be defined and advantages and disadvantages of all the access options should be considered. Identifying who should be trained and defining the spectrum of proficiency to which they should be trained is the next step. Personnel, ideally teachers, must be designated to do the training and should make use of the wide array of resources available to them; these include print and online resources, workshops, conferences, and local users' groups. The three basic methods of organizing the training session content are: (1) show the entire spectrum of network tools; (2) focus on a single network tool; and (3) focus on a set of subject related resources valuable to the participants. The training program should take the form of a half day to 3 day workshops. Trainers should be prepared for the various learning styles of participants and they should also have some knowledge of adult learning theory. During the session itself, there should be a minimal amount of lecture, allowing for maximum hands-on opportunities. Trainers should provide participants with support materials at the conclusion of the training as well as the name of someone to contact for further help. Evaluation of the program by participants and instructors should take place at the end of the session on an individual basis. All those involved in the program should be recognized by the school's administration. (AEF)

ED 391 516 IR 017 669

Hardin, Pris
Arrows: A Special Case of Graphic Communication.
PUB DATE- 95
NOTE- 9p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 391 534 IR 055 812

Avery, Christine; Zabel, Diane
Gathering Client Data: What Works?
PUB DATE- 95
NOTE- 11p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Data Collection; Higher Education; Library Services; *Library Surveys; *Qualitative Research; *Research Methodology; *Statistical Analysis; *Total Quality Management; User Satisfaction (Information)
IDENTIFIERS- Continuous Improvement; *Focus Groups

Most libraries involved to any extent with total quality management (TQM) realize that successfully gathering information from their customers is the key to improving services. To do this libraries must employ a variety of methodologies, both quantitative and qualitative research. Quantitative primary data is usually collected in libraries by survey or by observation. Types of surveys include on-the-spot questionnaires, mail surveys, phone surveys, or in-person interviews, and the advantages and disadvantages of each are listed. Survey researchers must consider: (1) what they want to know; (2) whom they need to interview; (3) how they are going to select people to interview; (4) how many people they need to interview; (5) what questions will be asked; (6) how to administer the questionnaire; (7) how to analyze the data; and (8) how to glean meaning from the results. Qualitative research often involves focus groups, which can be used to determine how well existing services meet clients' needs; help design quantitative studies; supplement data collected through a user survey; provide insight into non-use; plan for a new facility; and solicit input on electronic resources. To be successful, focus group discussions must have established research goals; an identifiable target audience; an objective, enthusiastic, and knowledgeable moderator; a carefully planned discussion; a record of session; and a comfortable facility. (Contains 27 references.) (Author/BEW)

ED 391 535 IR 055 813

Brown, Lynne Branche; Stanley, Nancy Markle
A Model for Reorganization Applying Quality Principles and Techniques.
PUB DATE- 95
NOTE- 14p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Case Studies; Departments;

ED 391 552 JC 960 108

Mississippi Public Community and Junior Colleges Statistical Data, 1994-95.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Expenditures; *Faculty; *Institutional Characteristics; Public Colleges; Salaries; School Demography; School Funds; Student Characteristics; Tables (Data); Tax Allocation; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Community colleges are a primary delivery mechanism for postsecondary occupational programs, with over 60% of the state's high school graduates who attend college attending community colleges. The report presents statistical data on the state's community colleges for 1994-95. The first section provides a list of board members and staff, a directory of community and junior colleges in the state, a map of the college districts, a schedule of board of trustees meetings, and a brief foreword. The second section focuses on enrollment, including 5-year enrollment trends from 1990 to 1994, credit and total enrollment by institution by campus for fall 1994, non-credit enrollment by college, percentages of in-district/out-of-district residency status by college, credit enrollment by county, and credit enrollment by race by college. The third section highlights system finances, including a comparison of revenue by source and expenditure by program, county tax support, student fees and charges per semester, education and general expenditures by function and object, auxiliary enterprise revenues and expenditures, and expenditures per full-time equivalent student by function. The final section features data on program completion by sex and race, academic faculty salaries, faculty average salary versus regional average salary, the 1995 learning resources survey, dormitory utilization, and transportation services. (TGI)

ED 391 553 JC 960 109

Career Pathways Skill-Building Instructional Model.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 43p.; For a description of related activities, see JC 960 110.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Communication Skills; *Curriculum Design; *Education Work Relationship; Elementary Secondary Education; High School Students; Information Skills; *Instructional Improvement; Job Skills; Postsecondary Education; Program Descriptions; *Skill Development; Teaching Methods; *Teaching Models
IDENTIFIERS- Community College of Rhode Island

As part of an effort to develop a skill-based education program for students that relates academic skills with workplace skills, the Community College of Rhode Island developed a

ED 391 570 PS 023 064

Healthy Tomorrows Partnership for Children: Abstracts of Active Projects FY 1995.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 95
NOTE- 122p.; For FY 1996 abstracts, see PS 023 917.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Child Health; Child Rearing; *Community Cooperation; Community Coordination; Community Services; Cooperative Planning; Early Childhood Education; Grants; Health Needs; *Health Promotion; Health Services; Organizations (Groups); Program Descriptions; Public Agencies; Standards
IDENTIFIERS- Maternal and Child Health Block Grants; *Maternal Health; *Public Private Partnership Programs

The Healthy Tomorrows Partnership for Children Program (HTPCP) was developed to support special projects demonstrating how states, local agencies, organizations, and communities can work together to improve health of mothers and children. The HTPCP supports a coalition that includes the federal and state governments, professional organizations, foundations, corporate leaders, and families. The HTPCP grant projects described in this document encourage community-based approaches, strengthening the ability of communities to build public-private preventive health strategies. For each of the 54 programs described the problem addressed by the program is given, along with the goals and objectives, methodology, and an evaluation statement. This document details Healthy Tomorrows projects in the following states: (1) Alaska; (2) California; (3) Colorado; (4) Connecticut; (5) District of Columbia; (6) Georgia; (7) Hawaii; (8) Idaho; (9) Illinois; (10) Louisiana; (11) Maryland; (12) Massachusetts; (13) Michigan; (14) Minnesota; (15) Missouri; (16) Nebraska; (17) New Mexico; (18) New York; (19) North Carolina; (20) Ohio; (21) Oregon; (22) Pennsylvania; (23) Rhode Island; (24) South Carolina; (25) Texas; and (26) Wisconsin. (HTH)

ED 391 571 PS 023 172

Stone, Lynda
Issues in Problem Solving Discourse: A Preliminary Study of the Socialization of Planning Skills during Science Lessons in a Kindergarten Classroom.
PUB DATE- 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Child Development; Classroom Techniques; Discussion (Teaching Technique); *Elementary School Science; Interpersonal Relationship; Interviews; *Kindergarten; Participant Observation; Planning; Primary Education; *Problem Solving; *Science Instruction; *Socialization; Teaching Methods

This case study explored how social interaction during science lessons leads to the development of planning skills in

ED 391 588 PS 023 797

Meade, Anne; And Others
Competent Children and Their Teachers: Learning about Trajectories and Other Schemas. A Report from the Action Research Component of the Competent Children Longitudinal Research Project.
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Competence; Constructivism (Learning); *Context Effect; *Curriculum Development; Foreign Countries; Interaction; Interpersonal Competence; Learning Experience; Learning Strategies; Preschool Education; *Schemata (Cognition); Teacher Student Relationship; Young Children
IDENTIFIERS- New Zealand (Wellington); *Schema Theory

This study examined curriculum change involving teacher development based on the intellectual development of teachers, parents, and children by means of the theory of schema development. The paper describes constructivist pedagogy and schema and their importance for young children's learning, then reports on a qualitative study of over 300 children in charted childcare centers, family day care, kindergartens, and playcenters that was conducted along with a telephone survey of parents throughout the Wellington (New Zealand) region. Two centers were chosen for the intervention component of the project to observe differences between children attending the schema and comparison centers. Ten schema children's artistic endeavors or actions were examined. The findings show that the schema children had higher scores in all of the "be-ing" competencies, "doing" competencies, and intrapersonal competency. There was an especially big difference in intrapersonal competency between the schema children and comparison children. The fact that children learn from materials and equipment as well as by interacting with their peers and teachers suggests that teachers need to change curriculum content in terms of curriculum processes. (Contains 49 references. Two appendices containing child observation guidelines and the observation form are included.) (AP)

ED 391 589 PS 023 805

Hewitt, Deborah
So This is Normal Too? Teachers and Parents Working Out Developmental Issues in Young Children.
PUB DATE- 95
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Behavior Development; Caregiver Child Relationship; *Child Behavior; Childhood Attitudes; *Child Rearing; Developmental Stages; Discipline; Eating Disorders; Group Activities; Parent Child Relationship; Play; Separation Anxiety; Sex Education; *Young Children
IDENTIFIERS- Biting; *Parent Caregiver Relationship; Superhero Play; Toilet Training

ED 391 606 PS 024 021

Schor, Edward L., Ed.
Caring for Your School-Age Child: Ages 5 to 12. The Complete and Authorative Guide.
PUB DATE- 95
NOTE- 596p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Behavior Problems; Child Abuse; Child Behavior; *Child Development; *Child Health; Childhood Needs; *Child Rearing; *Children; Cognitive Development; Discipline; Emotional Development; Emotional Problems; Family Environment; Nutrition; *Parent Child Relationship; Parenting Skills; *Parent Role; Parent Student Relationship; Physical Development; Puberty; Self Concept; Sexuality
IDENTIFIERS- American Academy of Pediatrics; *Child Safety

The middle years of childhood are challenging for both children and their parents, as children master skills and develop behaviors that will strongly influence their later health and well-being. This parenting manual offers up-to-date information and guidelines on key emotional, physical, and behavioral issues that parents of school-age children confront. The nine parts in the guide are: (1) "Promoting Health and Normal Development," including physical development, safety and injury prevention, and sexuality; (2) "Nutrition and Physical Fitness," including special diets, and physical fitness and sports; (3) "Personal and Social Development," including the child's developing sense of self, and dealing with prejudice; (4) "Behavior and Discipline," including communicating with the child, and managing common behavior problems; (5) "Emotional Problems and Behavior Disorders," including stress, habit formation, fears and phobias, and child abuse; (6) "Family Matters," including strengthening the family, developing as a parent, siblings and sibling rivalry, divorce, single parenting, and stepfamilies; (7) "Children in School," including parent involvement, and learning disorders; (8) "Chronic Health Problems," including school issues for chronically ill children, and family adjustment; and (9) "Common Medical Problems," including chronic problems such as asthma and diabetes, and common emergencies, such as bleeding, seizures, and poisoning. (HTH)

ED 391 607 PS 024 028

Holmes, George R.
Helping Teenagers into Adulthood: A Guide for the Next Generation.
PUB DATE- 95
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Biological Influences; Dating (Social); Divorce; Drug Abuse; Elementary Secondary Education; Employment Experience; Family Problems; Family Role; High Schools; *Interpersonal Competence; Junior

ED 391 622 RC 020 428

Standards for Day and Resident Camps: The Accreditation Programs of the American Camping Association. 1990 Edition, Revised 1993.
PUB DATE- 93
NOTE- 241p.; Supersedes ED 354 122.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Aquatic Sports; *Camping; *Day Camp Programs; Employment Qualifications; Equipment Evaluation; Health Facilities; Horseback Riding; Institutional Evaluation; Outdoor Education; Program Administration; Program Evaluation; *Resident Camp Programs; Safety; *Site Analysis; *Standards; Transportation
IDENTIFIERS- *American Camping Association

This book outlines standards that provide a basis for camp accreditation and site approval by the American Camping Association (ACA), Inc. The purpose of the ACA accreditation programs is to educate camp owners and directors in the administration of key aspects of camp operation, particularly those related to program quality and the health and safety of campers and staff. ACA accreditation is voluntary and focuses on standards that go beyond the minimum requirements of licensing. An introduction overviews eligibility requirements; program administration; and content, history and development, and format of the standards. Standards cover the following areas: (1) site, including fire protection, food service, sleeping quarters, and bathing and toilet facilities; (2) administration, including procedures for overall site safety, child protection, and administrative concerns; (3) transportation procedures concerning drivers, vehicles, and traffic on-site; (4) personnel, including staff qualifications, training, and supervision ratios and procedures; (5) program, including activity leadership qualifications, safety regulations, facility and equipment requirements, and procedures for conducting program activities; (6) health care, including staff qualifications, procedures, facility requirements, record-keeping, and health information requirements; and (7) activity requirements for aquatic programs, trip or travel camping programs, and horseback riding programs. The guide also includes a glossary; a form for self-assessment of additional professional practices; and sample forms, checklists, and outlines of materials to be included in various documents. (LP)

ED 391 623 RC 020 429

Annenberg Rural Challenge.
PUB DATE- 95
NOTE- 41p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Involvement; *Educational Change; *Educational Principles; Educational Strategies; Elementary Secondary Education; *Partnerships in Education; Philanthropic Foundations; *Private Financial Support; Public Education; *Rural Education; *Rural Schools

ED 391 640 SE 056 655

Ellis, James D.; Backe, Kathrine A.
Using Video To Evoke Reflection on Science Teaching. Interim Report of NSF-Supported Project: Teacher Development Modules for Elementary School Science.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 1 Apr 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Cooperative Learning; Educational Change; Educational Technology; Elementary Education; *Elementary School Science; Higher Education; Reflective Teaching; Science and Society; Science Curriculum; *Science Instruction; Science Teachers; Scientific Concepts; *Teacher Education; *Videotape Recordings
IDENTIFIERS- Reform Efforts

This document presents an overview of the Biological Sciences Curriculum Study (BSCS) Teacher Development Modules for Elementary School Science. It documents the collaboration of BSCS with science educators, science supervisors, and outstanding science teachers in developing, evaluating, refining, and disseminating four teacher development modules to support the improvement of science teaching in the elementary school. The modules are based on the major themes of the contemporary reform in science education: innovative instruction (constructivism, cooperative learning, and learning styles), curriculum emphases (thematic, less-is-more, and science-technology-society), equitable teaching, and alternative assessment. Subtopics include the nature of science and technology, major science concepts, classroom management, and educational technology. The population that conducted the content review process for the modules included project staff, members of the advisory board, university faculty, teachers, and science supervisors. It is reported that overall, reviewers and teachers responded very positively to the modules and voiced the need for such materials for both inservice and preservice teachers. Contains 60 references. (JRH)

ED 391 641 SE 056 657

Griffiths, Alan K.; Heath, Nancy Parsons
High School Students' Views about Technology.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Foreign Countries; High Schools; *High School Students; Interviews; Science and Society; *Sciences; *Technology
IDENTIFIERS- Newfoundland

In this technologically expanding world it is important for teachers and other educators to be aware of students' existing conceptions of technology and to provide appropriate avenues for change. This study interviewed high school students (n=26) in Newfoundland, Canada, about their beliefs of science and

ED 391 664 SE 057 612

Raymond, Anne M.
Using Portfolios To Assess Teacher Development in Elementary Mathematics Teacher Preparation.
PUB DATE- Oct 95
NOTE- 18p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Majors; Elementary Education; Higher Education; *Mathematics Instruction; *Methods Courses; Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; *Student Evaluation

Relying on only one method of assessment does not necessarily yield an accurate picture of student achievement. This paper discusses aspects of designing, implementing, and evaluating portfolios in a mathematics methods classroom; describes how the use of portfolios has influenced teaching practice; and contains excerpts from student portfolios. The paper also includes an excerpt from the portfolio description sheet, the grading criteria sheet, an excerpt from the syllabus, the midterm portfolio review grading rubric, an example of a video critique sheet, an activity recording sheet, and a group activity rating sheet. (MKR)

ED 391 665 SE 057 613

Porzio, Donald T.
Effects of Differing Technological Approaches on Students' Use of Numerical, Graphical and Symbolic Representations and Their Understanding of Calculus.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; *Calculus; *College Students; *Educational Technology; Higher Education; *Mathematics Achievement
IDENTIFIERS- *Graphing Utilities; Mathematica (Computer Algebra System); *Representations (Mathematics)

This study sought to gather empirical evidence of the effectiveness of calculus instruction like that used in the Calculus and Mathematica project by examining and comparing the effects of three different instructional approaches to calculus on students' (n=100) abilities to use and understand connections between numerical, graphical, and symbolic representations when solving calculus problems. Data were collected using classroom observations, pre- and posttest instruments, and 36 student interviews. Analysis of the data indicated that: (1) Calculus and Mathematics students were better able to use and to recognize and make connections between different representations than the other students; (2) graphics calculator students were proficient at using graphical

ED 391 686 SE 057 761

Doron, Rina
Absorption and Adjustment Problems among Immigrant Students Studying for the Practical Engineering Degree in Israel.
PUB DATE- Jan 96
NOTE- 24p.; Paper presented at the Jerusalem International Science and Technology Education Conference on Technology for a Changing Future: Theory, Policy and Practice (2nd, Jerusalem, Israel, January, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Cultural Differences; *Engineering; Foreign Countries; Higher Education; *Immigrants; Questionnaires; *Student Attitudes
IDENTIFIERS- Israel

The main objectives of this study were: to examine the problems faced by immigrant students (N=294) from the former Soviet Union studying for the practical engineering diploma; to examine their attitudes towards various aspects of training in the college, and to make recommendations that facilitate the absorption process of the immigrant students. Findings showed that most of the immigrant students indicated that they had enrolled in those colleges because they were looking for a profession that could be studied in a short period so they would be able to join the labor force as soon as possible. Most of the students surveyed (74%) preferred to study in Hebrew rather than in their mother tongue, 71% expressed the opinion that the teaching techniques used in the colleges suited them, and 81% preferred studying in mixed classes in which the number of immigrants were equal to that of the veteran students or in classes where the immigrants were a majority. As far as social integration was concerned, it was found that only 28% of the new immigrants visited veteran students' homes, and only 25% were visited by Israeli students. The most frequently mentioned suggestions for improvement relate to the attitude of teachers and the administration to immigrants and the network of ties with veteran Israeli students. Contains 16 references. (JRH)

ED 391 687 SE 057 764

Water Celebration! A Handbook.
SPONS. AGENCY- Bureau of Reclamation (Dept. of Interior), Washington, D. C.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; Environmental Education; Exhibits; *Natural Resources; Science Activities; Science Programs; *Water Resources

A Water Celebration is a free one- to three-day event to entertain and educate communities about the importance of water. Celebrations organized for school children include classroom activities, exhibit areas, contests, games, and teacher networking opportunities. Celebrations for adults range

ED 391 708 SO 025 756

Hulkower, Benjamin; And Others
Schindler's List: A Viewer's Guide.
SPONS. AGENCY- American Federation of Teachers, Washington, D.C.
PUB DATE- 94
NOTE- 8p.; For related document, see SO 025 758. Prepared in cooperation with the Jewish Labor Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anti Semitism; Attitudes; Bias; Civil Liberties; Civil Rights; *European History; *Jews; Judaism; Nazism; Secondary Education; Social Bias; Social Studies; Values; World History; *World War II
IDENTIFIERS- *Holocaust; *Schindlers List

This guide aids in understanding the film, "Schindlers List," and how to present it for classroom use. The guide contains: (1) an historical overview of Krakow (Poland); (2) guidelines for viewing; (3) preparation for viewing; (4) topics for discussion after viewing; (5) activities after viewing; and (6) classroom enrichment activities (Allan Scholl). Other segments include: (1) "Film the Holocaust" (Judith E. Doneson); (2) "Suggested Films" (Judith E. Doneson); and (3) "Questions Raised by the Holocaust" (Alex Grobman). The reference section includes resources of a general nature, on pre-war Europe, the children of the Holocaust, rescuers and resisters, the Christian response, and films. (EH)

ED 391 709 SO 025 757

Virginia History: A Selected Bibliography for Young Readers.
PUB DATE- Sep 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Books; Children; Childrens Literature; *Local History; Reading Materials; *Reading Material Selection; Social Studies; State Government; *State History
IDENTIFIERS- Virginia

This bibliography can be used to study the history of Virginia. The subject categories covered are the following: (1) "General"; (2) "Native Americans"; (3) "Colonial"; (4) "Revolution"; (5) "Early National"; (6) "Civil War"; (7) "More Famous Personalities"; and (8) "Videorecordings." The reference list is intended for the young reader to use for research and to become better acquainted with Virginia's history. (EH)

ED 391 710 SO 025 758

Grobman, Alex; Fishman, Joel
Anne Frank in Historical Perspective: A Teaching Guide for Secondary Schools.
PUB DATE- 95
NOTE- 89p.; Some pictures may not photocopy well. For related item, see SO 025 756. Funding for this publication received from Ore-Ida Foods, Inc.
LANGUAGE- English

ED 391 732 SO 025 837

Aikman, Lonnelle
We, the People: The Story of the United States Capitol. Its Past and Its Promise. Fourteenth Edition.
SPONS. AGENCY- National Geographic Society, Washington, DC.
PUB DATE- 91
NOTE- 151p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Architecture; Building Design; *Buildings; Built Environment; Elementary Secondary Education; *Government (Administrative Body); Local History; Social Studies; *United States History
IDENTIFIERS- *United States Capitol Building

The United States Capitol building fashions an historical awe that includes images of the founding fathers, legislative branch, executive branch, and the American people. Even though it was built for elected officials to take care of governmental business, it serves to represent the democratic republic from which the United States was created. Words and phrases like "Freedom," "We the People...," are thoughts that stand out in one's mind upon viewing the Capitol. William Thorton was the first architect chosen to construct the Capitol in 1793. He began the project that was later passed on to other architects as the Capitol building expanded along with the nation. George White was one of the last Capitol architects in the 1970's and was responsible for most of the current renovation. Today, the Capitol is visited by millions of people from all over the world. Not only do they see the working government, but they also learn a rich history through the many pieces of art that depict great moments in U.S. history. The Capitol is probably most noted as the site of presidential inaugurations. The Capitol is not only a tourist and working environment, but also is a small city. It has its own restaurants, post office, barber shop, printing service, and offices for those who work there. The U.S. Capitol is a shrine dedicated to the American people and the freedom in which they believe. (JAG)

ED 391 733 SO 025 840

Benton, Richard; And Others
The Unbroken Thread: Maori Learning and the National Qualifications Framework.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Educational Change; Educational Environment; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Education; *International Education
IDENTIFIERS- *Maori (People); National Qualifications Framework (New Zealand); New Zealand

This report was commissioned to present a coherent set of relevant level descriptions, organized in a coherent range, and based on Maori learning and teaching principles. There are five chapters in this book. Chapter 1, "Traditional Concepts of Higher Education" (Richard Benton; Tipene Chrisp), provides a highly condensed form of the review of published texts about

ED 391 755 SO 025 985

Chapman, Luisa Washington
African American Art from the Collection of the Wadsworth Atheneum. The Martin Office of Museum Education.
PUB DATE- Mar 95
NOTE- 43p.; Fifteen color slides are not included in this document.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Art; Art Criticism; Art Education; *Art History; *Artists; Black Achievement; *Black Culture; Blacks; Elementary Secondary Education; Painting (Visual Arts); Sculpture; Visual Arts
IDENTIFIERS- Abstract Art; *African Americans; Connecticut (Hartford); Modern Art; *Wadsworth Atheneum CT

This slide kit presents the diverse stylistic achievements of 15 African-American artists who worked between mid-19th century to present day. Essays included in the packet incorporate information from interviews with artists Hughie Lee-Smith, Elizabeth Catlett, Benny Andrews, Lois Mailou Jones, Allan Rohan Crite, Howardena Pindell, and Jack Whitten. In addition to the essays and discussion questions for each of the 15 represented artists and slide images, a glossary of terms and a bibliography is included. (MM)

ED 391 756 SO 025 987

Bushido: Code of the Samurai in Japanese Art and Literature.
PUB DATE- Nov 85
NOTE- 39p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Non-print Media (100)
DESCRIPTORS- Area Studies; Art Activities; *Art Education; Art History; Asian Studies; Clothing Design; Foreign Countries; *Japanese Culture; Non Western Civilization; Secondary Education
IDENTIFIERS- Japan; *Japanese Art; Japanese Literature; *Samurai

This teacher's resource packet gives a brief history of the Japanese Warrior from the Old Tombs Period, 3rd-6th centuries A.D., to the end of the Edo Period in the 19th century, and explains Bushido, the ethical warrior code. Warrior artifacts, armor, helmets, and swords are discussed. Literature, exemplified by the 12th century historical narrative, "The Tale of the Heiki," is discussed, and the Japanese art style evident in screen painting is presented. Included in this packet are: (1) "Readings from 'Tale of the Heiki'"; (2) "Suggestions for Lesson Plans with a Vocabulary and a Japanese Pronunciation Guide"; (3) "Maps of Japan"; (4) "Chronologies of Japanese Periods"; (5) "Illustrations of Styles of Dress, Japanese Armor, Tachi and Daisho" (sheath and sword styles); (6) 20 slides; (7) "Slide List"; (8) "Slide Descriptions and Activities"; and (9) a "Bibliography." (MM)

ED 391 757 SO 025 988

Brushstrokes: Styles and Techniques of Chinese Painting. A Teacher Workshop.
PUB DATE- 92

ED 391 777 SP 036 237

Chistolini, Sandra
The Meaning of Intercultural/Multicultural Education in the Italian Context.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Intercultural/Multicultural Teacher Education Erasmus Intensive Programme (Schwabisch Gmund, Germany, April 9-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Interrelationships; *Curriculum Design; *Educational Objectives; Educational Philosophy; *Educational Policy; *Educational Principles; Elementary Secondary Education; Foreign Countries; Foreign Students; Higher Education; Intellectual Disciplines; *Multicultural Education; Nursery Schools; Preschool Education; Preservice Teacher Education; Social Change; Social Integration; Teacher Attitudes
IDENTIFIERS- Europe; *Italy

This paper describes intercultural education in Italian elementary through secondary schools, examines intercultural education in teacher education programs, and raises disciplinary questions about the multicultural approaches now favored in Europe. A discussion of multicultural society and intercultural education touches on increases in foreign students in Italian schools, teacher fears and sense of inadequacy facing these students' needs, historical trends, and changing social awareness. A section on nursery school discusses the rights of foreigners, the goals of intercultural education at this level, and relevant fields of application and competence in intercultural education. A section on the elementary level notes that democratic coexistence and the learning of a second language are emphasized. The section on the middle school describes the accepted aims of this level and explores problems in making known presumed areas of common values across many cultures. The section on secondary education describes official positions of three different agencies on the focus of intercultural education at this level. The section on teacher formation briefly describes programs at several universities. This leads to a discussion of the disciplinary status of inter-culturalism and whether it is its own discipline or an approach that should permeate all scholastic and university teaching. (Contains 28 references.) (JB)

ED 391 778 SP 036 314

Abdal-Haqq, Ismat, Comp.
Professional Development Schools: A Directory of Projects in the United States. Second Edition.
SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.
PUB DATE- 95
NOTE- 429p.; For first edition, see ED 353 258. A product of the Clinical Schools Clearinghouse.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College School Cooperation; Educational Change; Educational Improvement; Educational Research; Educational

ED 391 794 SP 036 463

Parsons, Jim; Beauchamp, Larry
Teaching in an Inclusive Classroom: An Essay to Young Teachers.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; Beginning Teachers; Behavior Problems; Disabilities; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *Special Needs Students; *Teaching Methods; *Teaching Models
IDENTIFIERS- Canada; *Diversity (Student)

A major benefit of inclusive education is to give students and staff learning and teaching opportunities that reflect the wide range of contributions by and roles open to people similar to and different from themselves. Inclusion covers all students, including those with behavior problems, lower academic abilities, and health conditions. For inclusion to succeed, schools must think about how students function in each of four general domains: (1) language and literacy; (2) cognitive-conceptual development; (3) psychosocial functioning; and (4) sensory-physical abilities. Several educational methods and curriculum designs to help students in these domains are suggested, including: support systems to deal with behavior problems; structuring models of effective instruction throughout the school; teaching strategies such as guided notes and cooperative educational curricula; a contextual and social approach to teaching rather than an individualized approach; treating students with disabilities like students without disabilities, especially with regard to core subjects such as math and language arts; and the need for high quality teaching methods for all students. Approaches to gifted education are also discussed. While the common view is that gifted students should be taught in inclusive classrooms, the research seems to support gifted students being taught in isolation from other students. Recommendations for developing inclusive education include: increased support and involvement of parents, students, and teachers; planning curriculum change and providing resources for that change; and providing continuous staff development. Discussion also focuses on special needs, techniques for individualizing instruction, guidelines for helping students who work hard but still have difficulties, attending to student differences, self concept, outside factors such as home life and socioeconomic status, intelligence, brain research, and the legal rights of children with special needs. The paper concludes that, though inclusive education can be difficult and does not always work, it can be very rewarding for teachers and beneficial in promoting the personal and educational development of all students. (Contains 17 references.) (ND)

ED 391 795 SP 036 467

Clarke, Robert; Keating, W. Francis
A Fresh Look at Teacher Job Satisfaction.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Anaheim, CA, November 1995). For a related document, see SP 036 468.

ED 391 814 TM 024 153

Stocking, Martha L.
Some Considerations in Maintaining Adaptive Test Item Pools.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- May 88
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; Identification; *Item Banks; Psychometrics; Scores; *Selection; Simulation; Test Construction; Test Format; *Test Items; Test Results
IDENTIFIERS- *Parallel Test Forms; Test Security

The construction of parallel editions of conventional tests for purposes of test security while maintaining score comparability has always been a recognized and difficult problem in psychometrics and test construction. The introduction of new modes of test construction, e.g., adaptive testing, changes the nature of the problem, but does not make it disappear. Items in adaptive testing pools may become overused and require replacement. However, in order to insure score comparability, important characteristics of the pool must remain constant. Three methods of selecting candidate new items and three methods of identifying items for replacement are developed and compared with each other and with a previous method through a simulation study. Results indicated that using conventional item statistics to screen items before deciding to seed them was important and effective in terms of maintaining the information structure of the adaptive test item pool. The online calibration of larger sets of seeded items from which to select replacements can substantially improve the ease with which the information structure of the pool can be maintained. (Contains 1 table, 11 figures, and 4 references.) (Author/SLD)

ED 391 815 TM 024 154

Carlson, Sybil B.; Ward, William C.
A New Look at Formulating Hypotheses Items. GRE Board Professional Report No. 85-14P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 88
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Costs; Pilot Projects; *Scoring; Test Construction; Test Format; *Testing Problems; *Test Items; Test Use
IDENTIFIERS- *Graduate Record Examinations; *Hypothesis Formulation; Prototypes; Subjective Tests

Issues concerning the cost and feasibility of using Formulating Hypotheses (FH) test item types for the Graduate Record Examinations have slowed research into their use. This project focused on two major issues that need to be addressed in considering FH items for operational use: the costs of scoring and the assignment of scores along a range of values rather than the conventional number-right scoring. The first issue was addressed directly by seeking ways to increase the efficiency of scoring through computerized delivery and scoring. The second issue was addressed both directly and indirectly by

ED 391 835 TM 024 436

Slater, Timothy F.; And Others
A Qualitative and Quantitative Comparison of the Impact of Portfolio Assessment Procedures versus Traditional Assessment in a College Physics Course.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Comparative Analysis; Educational Assessment; Higher Education; Objective Tests; *Physics; *Portfolios (Background Materials); Pretests Posttests; Qualitative Research; *Student Attitudes; Test Use
IDENTIFIERS- *Alternative Assessment; Focus Groups Approach; Self Report Measures

Popular belief in alternative assessment procedures suggests that the use of student portfolios can help learners successfully organize and integrate newly acquired scientific knowledge. This two-group comparison study documents the use of student created portfolios in an algebra-based, college-level, introductory physics course. Sixteen students were assessed primarily using a portfolio-style assessment procedure. Nineteen students were assessed primarily using traditional, objective examinations. Both groups were given the same cumulative, multiple-choice final examination. All students completed a pre/post self-report survey of achievement in physics. There were no significant differences in learner achievement between the two groups on the final examination or on the self-report of achievement given before and after instruction. Analysis of two focus group discussions did, however, suggest that the students assessed by portfolios feel less anxious about learning physics, devote considerable time to reading and studying outside of class, internalize and personalize the content material, and enjoy the learning experience. The results of this study suggest that portfolio-style assessment procedures support student achievement at least at the same level as traditional assessment procedures and appear to have additional benefits. (Contains 2 figures, 3 tables, and 20 references.) (Author)

ED 391 836 TM 024 437

Gilman, David Alan; Rafferty, Cathleen D.
More Than Work Folders: Using Portfolios for Educational Assessment.
PUB DATE- Jun 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Criteria; *Educational Assessment; Elementary Secondary Education; Parent Attitudes; *Portfolio Assessment; Portfolios (Background Materials); Scoring; Student Attitudes; *Teaching Methods; Test Construction; *Test Use

Empirical Study" (Robert S. Lee); (3) "Assessment of Attitudes toward Terrorism" (Harold Takooshian and William M. Verdi); (4) "Violent Youth: Reflections on Contemporary Childrearing Practices in the United States as an Antecedent Cause" (June F. Chisholm); (5) "Trauma in Children's Lives: Issues and Treatment" (Jack L. Herman, Barbara A. Mowder, Linda Moy, and Linda Sadler); (6) "Incest: The Most Personal Violence" (Dan Meyer); (7) "Violence in the Schools" (Joseph O'Donoghue); (8) "Juvenile Violence and the Death Penalty" (Joan M. Reidy Merlo); (9) "Male Violence against Women: A Global Health and Development Issue" (Nancy Felipe Russo, Mary P. Koss, and Lisa Goodman); (10) "Domestic Violence and Its Prevention" (Herbert K. Krauss and Beatrice J. Krauss); (11) "Gender Stereotypes and the Problem of Marital Violence" (Gwendolyn L. Gerber); (12) "Women and Crime" (Barbara Cowen); (13) "Prevention of Family Violence for the Female Alcoholic" (Jean Cirillo); (14) "Elder Violence (Maltreatment) in Domestic Settings: Some Theory and Research" (Margot B. Nadien), and (15) "Epilogue: Traditional Buddhist Ladakh--A Society at Peace" (Uwe P. Gielen). References follow individual chapters. (Contains two figures and eight tables.) (SLD)

ED 391 856 UD 030 798

Kivel, Paul
Uprooting Racism. How White People Can Work for Racial Justice.
PUB DATE- 96
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; Beliefs; *Blacks; Democracy; Elementary Secondary Education; *Equal Education; Ethnic Groups; Justice; Low Achievement; Multicultural Education; Power Structure; Racial Bias; *Racial Discrimination; Racial Relations; *Social Structure; *Whites

This book is about the uprooting of racism, explaining how individual beliefs and actions need to be reexamined in order for people to participate effectively in that uprooting. It serves as an invitation to join the tradition of white people who have been committed to ending the effects of racism. The first step is for white people to talk together and to explore the fact that whiteness is a many faceted phenomenon, a fiction that seeks to protect the power that accrues to white people. Following the examination of what whiteness means in our society, there is an exploration of the dynamics of racism and a discussion of what it can mean to be an ally of people of color. The effects of history are reviewed, and some ideas are given for fighting institutional racism. Of particular interest is the discussion of racism in education and the schools and the problems of educational inequity and low academic achievement. How to promote democratic and antiracist multiculturalism is the focus of the final chapter. Exercises and assignments are given to complement the chapters, with questions and actions devoted to major ethnic groups. (Contains 285 references.) (SLD)

ED 391 857 UD 030 799

Griffin, Minh Ly
Critical Choices: Education and Employment among New York City

*Higher Education; Policy Formation; Political Attitudes; *Politics of Education; Power Structure; State Action; State Aid; State Government; State Legislation; State Officials; *Statewide Planning
IDENTIFIERS- State Legislators; *State Legislatures

In the context of the increasing transfer of power from the federal government to state governments, this report analyzes existing data and offers critical information about state legislative higher education policy and insights into the values and attitudes legislators hold about higher education. The report's conclusions are based on a study that involved in-depth telephone interviews conducted in 1995 with 58 house and senate education committee chairs in 49 states. Section 1 describes the legislative and higher education environments which provide a context for legislative policy making. Sections 2 through 5 are organized around four general policy questions that emerged from the broad range of higher education issues and concerns addressed by state legislatures in 1995. These addressed: (1) new expectations and roles for higher education given its changing 'clientele' and emerging state priorities; (2) the organization and governance of higher education; (3) accommodating access to higher education with limited state resources; and (4) funding and accountability in higher education. Section 6, the conclusion, summarizes the findings on each of these issues and their implications. Appendixes contain a copy of the survey, information on the methodology, and a state data table. (Contains 14 references.) (JB)

ED 391 446 HE 028 897

Gladieux, Lawrence E.; Hauptman, Arthur M.
The College Aid Quandary: Access, Quality, and the Federal Role. Dialogues on Public Policy Series.
PUB DATE- 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Educational Finance; Educational History; *Educational Quality; *Federal Programs; Federal Regulation; *Government Role; Grants; Higher Education; Paying for College; Policy Formation; State Aid; State Federal Aid; State Programs; *Student Financial Aid; Student Loan Programs

This volume analyzes government policies for helping students pay for education beyond high school and was developed as a result of an October 1994 gathering of policymakers, analysts, and practitioners convened to review federal student assistance and to consider policy alternatives for the Clinton Administration. Chapter 1, "A Fifty-Year Retrospective on Federal Student Aid Policy," traces the evolution of federal postsecondary aid policies over the past 50 years and then reviews the themes and performance of the federal assistance programs. Chapter 2, "Toward the Next Century: Focusing the Debate," identifies a series of key policy questions on the structure and direction of the federal student assistance effort and then reports the main lines of debate when these questions were posed at the October 1994 conference. Chapter 3, "Conclusions: Seeking Guideposts for Reform," concludes by capturing salient points of divergence (in particular the relative importance of restructuring the aid system versus providing more funding for existing programs) and agreement (the need for policies that

A number of present-day authors have noted factors that can work against or pose a threat to a sense of community, including the American propensity for individualism, industrialization, and the growth of mass communication and information technology. Some scholars have begun to suggest that schools, in particular, should get beyond mere contractual relations of barter to a relationship characterized by commitment and mutual obligations. This paper describes how a program at the North Carolina Center for the Advancement of Teaching (NCCAT) actually sought to use information technology in the form of computer conferencing to construct a community of teachers. The NCCAT program, called "Connected to the World," featured a 3-day residential seminar with attendees taking part in interactive electronic mail discussions both 2 months before and up to 1 month after. The program exemplified NCCAT's history of aiming to foster collegiality, inquiry, lifelong learning, and critical thinking among K-12 teachers. Only about half of the seminar attendees were able to participate in the online portion, but the other half were mailed printouts of comments from the listserv and had their own comments posted to the list. Three main topics emerged on the list, including how to deal with a student who tampered with a classmate's computer files and plagiarized her work, how the Internet will change how students and teachers work, and who should make decisions about age-appropriateness of information and library materials. The discussions that unfolded revealed that although computer conferencing is not a panacea for teacher development, it can foster awareness of wider issues in information technology, bring to attention multiple avenues for effectiveness in teaching many kinds of students, and aid reasoned, dialogic consideration of issues that are often given superficial treatment in the popular press. (Contains 23 references.) (BEW)

ED 391 464 IR 017 612

Burchfield, Michael L.; Gifford, Vernon D.
The Effect of Computer-Assisted Instruction on the Science Process Skills of Community College Students.
PUB DATE- 9 Nov 95
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autoinstructional Aids; Community Colleges; *Computer Assisted Instruction; Computer Software Evaluation; Courseware; *Instructional Effectiveness; Microcomputers; Postsecondary Education; Science Education; Science Instruction; *Science Process Skills; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Integrated Skill Development; Science Majors

Science process skills include basic skills like observing, inferring, measuring, communicating, classifying, and predicting, as well as integrated skills like controlling variables, defining operationally, formulating hypotheses, interpreting data, experimenting, and formulating models. Recognition of the value of science process skills has resulted in the development of new instructional techniques and strategies. Some research suggests that computer-assisted instruction (CAI), in the form of self-instructional programs written for microcomputers, may be effective in teaching these skills. This study sought to develop a CAI module designed to improve the integrated science process skills of community

Iconic Representation; *Navigation (Information Systems)

Anthropomorphism can be defined as the attribution of human characteristics or behavior to inanimate objects. People give names to their automobiles and computers as a way to relate to complicated pieces of technology that they use regularly, but do not fully understand. Software designers may claim that their interfaces are intuitive, but in fact, software is too contrived to be intuitive. If navigating the program seems easier it is largely because the user has become more accustomed to programs of that type. Users have difficulty arriving at that point, however, without some built-in help, like interface guides. Interface guides, or agents, are navigational devices in the user interface which take action on behalf of the user. Some agents have been named and anthropomorphized into figures like a butler, a miner, or a wizard, and they can set forth the user's schedule, guide him through a program or online information resource, and offer feedback and encouragement. Interface guides can personalize and customize the interface, add structure to the software by organizing content around a specific guide, and integrate motivation and navigation. With video clips and snippets of audio, they do require a lot of "zorch," or processing power, as well as a lot of disk space, but many users already have both of these things in abundance. The major problems lie in the fact that more research on their effectiveness is needed and in the fact that much of the clip art that some designers depend on is rife with gender and racial stereotypes. Four reproductions of computer screens illustrate the discussion. (Contains 13 references.) (BEW)

ED 391 483 IR 017 636

Pruisner, Peggy A. P.
Graphic Learning Strategies for At-Risk College Students.
PUB DATE- 95
NOTE- 6p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Instruction; College Preparation; *College Students; Educationally Disadvantaged; Higher Education; *High Risk Students; Learning Strategies; *Literacy; Metacognition; *Reading Strategies; *Visual Learning; Visual Literacy
IDENTIFIERS- *Graphic Organizers; Reading Theories; Schema Theory

There is a significant mismatch of student preparation for college-level reading tasks and literacy demands placed on our liberal arts college students today. Widely accepted schema theory suggests that teaching metacognition, or consciously thinking about how one thinks, is helpful. Once thinking processes are made transparent to the learner, he can monitor when thinking has broken down and know when and why to activate literacy strategies. Instructors may also help at-risk students by focusing on the concepts that underlie content and the interrelationships between and among ideas. This document describes the creation of a college course that aimed to

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Art Products; *Computer Uses in Education; Distance Education; Electronic Classrooms; Higher Education; Interactive Television; Microcomputers; Photographic Equipment; *Photography
IDENTIFIERS- Computer Art; *Digital Imagery; Perceived Reality

Today the chemical processing of film is being replaced by a virtual digital darkroom. Digital image storage makes new levels of consistency possible because its nature is less volatile and more mutable than traditional photography. The potential of digital imaging is great, but issues of disk storage, computer speed, camera sensor resolution, projection, and hard copy output continue to make the necessary hardware expensive. In the case of digital movies for the personal computer, random accessibility advantages are being offset by low resolution. Both digitized stills and digitized movie clips are now typical components of presentations in electronic classrooms and other distance learning situations because many of these images can be compressed to reduce transmission costs. Digital imaging can also be easily manipulated, creating new flexibility in advertising and the fine arts and giving rise to the view of the photographer not as the deliverer of a final product but as the producer of raw products that can be altered later. Composite images in photography have always been possible, but now there are fewer restraints than ever. The mutability of digital imaging also serves to depict photography as increasingly subjective, rather than undistorted expression of optical reality. Understandably, many imaging education programs are finding niches in both fine arts departments and technical departments. (BEW)

ED 391 499 IR 017 652

Des Jardins, Susan; Davis, Harry, Jr.
Electronic Performance Support Systems (EPSS): Making the Transition.
PUB DATE- 95
NOTE- 9p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Improvement Programs; *Job Performance; Microcomputers; Needs Assessment; *Organizational Communication; Organizational Objectives; *Performance Technology; Productivity; *Strategic Planning; Work Environment
IDENTIFIERS- Focus Groups; Multidisciplinary Teams; Performance Levels; *Performance Support Systems; Technology Plans

An electronic performance support system (EPSS) is a computerized system designed to increase productivity by supporting the performance of the worker on demand at the time of need. This way, workers are allowed to perform with a minimum of intervention from others. Popular examples of performance support tools, or partially implemented EPSSs, include the personal computer "wizards" whose assistance in creating a database, spreadsheet, document, or presentation results in a

(150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cartoons; Communication (Thought Transfer); *Design; *Graphic Arts; *Illustrations; *Signs; Surveys; Technical Illustration; Use Studies; *Visual Aids
IDENTIFIERS- *Arrows (Graphic Communication); *Graphic Communication; Visual Communication

The purpose of this paper is to examine arrow design in relation to the type of pointing, connecting, or processing involved. Three possible approaches to the investigation of arrows as graphic communication include research: by arrow function, relating message structure to arrow design, and linking user expectations to arrow design. The following functions emerge following a subjective survey of existing arrows: identify (one-point functions); connect or link (two-point functions), and direct (imperatives directing action and describing processes). Content, context and style are message-related variables that arrow design should serve to interpret. Research design must consider reader expectations of arrow types. Three categories of arrow rules exist: (1) technical rules governing arrow usage appear in such fields as mechanical engineering, traffic management and international signage; (2) formal rules in disciplines where arrows serve in flow charts and mind mapping activities; and (3) informal rules in general sign situations, cartooning, and other areas. Nine figures present examples of various arrow types; an arrow clarity survey form is also provided. (AEF)

ED 391 517 IR 017 670

Smith, Mary Ruth
Using Art Criticism To Examine Meaning in Today's Visual Imagery.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Art Criticism; Audience Response; *Commercial Art; *Content Analysis; *Critical Viewing; Design; Illustrations; Learning Theories; Visual Arts
IDENTIFIERS- *Visual Imagery

A method of pedagogical art criticism can be used to examine meaning in one of today's most pervasive forms of visual imagery: the advertising image. It was necessary for the art critical method to accommodate the following components of advertising imagery: (1) history; (2) purpose in a capitalist society; (3) function in society; (4) effects on society and consumers; (5) form (elements of layout design, visual tools); (6) content (picture/illustration and text); (7) strategy and message (psychological appeals, emotional and basic needs, perceptual devices, audience targeting) and (8) gestalt. In selecting and/or developing the critical method it was important to consider developmental and learning skills gleaned from teaching and learning theory. Six pedagogical methods of art criticism were examined and analyzed for the potential to serve as part of the final framework. A model of art criticism for examining the advertising image was developed which included the following stages: receptiveness; reaction; description; formal analysis; characterization; interpretation; synthesis; and contextual information. This method of art

Employee Attitudes; Higher Education; *Job Development; Job Satisfaction; *Library Administration; *Management Teams; Models; *Organizational Change; Organizational Objectives; *Participative Decision Making; Planning; Staff Development; Teamwork; *Total Quality Management; Training; Work Environment
IDENTIFIERS- Continuous Improvement; Departmental Politics; Job Restructuring; *Pennsylvania State University; Process Improvement

This paper chronicles ongoing alterations to the organizational structure of the acquisitions department at Pennsylvania State University using the tenets of total quality management (TQM). The movement toward reorganizing for process improvement began in late 1992 when the associate dean of libraries called the acquisitions department together to discuss filling a vacant position. Proposals were made suggesting changes in the department's leadership and supervision hierarchies. A management team and a steering committee were established to begin the process of moving toward self-directed work teams. The first stage of reorganization involved administering a department survey which assessed the culture of the department, staff feelings and emotions, levels of employee involvement, and opinions on various issues key to reorganization process. Stage 2 was the assembling of the design team, who reviewed survey data, developed a project plan and time frames for accomplishing each task, and determined what activities would be necessary to maintain good communication, to solidify team structures, and to ensure everyone had proper training. Other preliminary activities have included site visits to other organization that have reorganized into teams. Throughout the planning process several informal approaches have been taken to encourage department members to become "team players," including coaching supervisors to become leaders rather than managers, coaching staff to think and act like teams, the formation of a pilot team, and intensive training efforts that are attempting to overcome remaining doubts among department members. (Contains 10 references.) (BEW)

ED 391 536   IR 055 814

Secor, John R.
TQM: A Flavor-of-the-Month Buzzword or Step One to Designing Processes that Deliver Continuous Value to the Customer?
PUB DATE- 95
NOTE- 11p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; Entrepreneurship; Failure; *Leadership; Libraries; Library Administration; *Organizational Change; Staff Development; *Total Quality Management; Training
IDENTIFIERS- Business Literature; Continuous Improvement; Fads; Process Improvement

Often when total quality management (TQM) does not live up to expectations, that failure is a sign that implementation of TQM was simply fashionable "management hype" or "window dressing" without strong organizational underpinnings. TQM can have staying power when it is backed up by leadership basics of training people thoroughly and seeking ways to expand the organization in this era of downsizing. A successful TQM program must feature strong leadership, mission and vision, a working instructional model consisting of 6 areas, or strands, and 31 skills. The model is directed at students in grades 9 through 12 and recognizes the importance of establishing an educational continuum from elementary to postsecondary education. The six strands in the model are: (1) career occupational skills, including exploration, planning, preparation, maintenance, advancement, and transferable skills; (2) personal skills, such as attitudes toward self and team work, ethics, values, empowerment, accountability, daily living, and decision making; (3) interpersonal skills, such as communication, leadership, team work, conflict resolution, diversity, and internal/external customer relationships; (4) applied technology skills, including information access, information analysis, and computer literacy; (5) skills in understanding and working through systems, including government/political systems, social systems, economic systems, and organizational structures; and (6) critical thinking process skills, such as problem identification/resolution, information access, decision making, obstacles to problem resolution, and reflection. For each skill, a brief description, the targeted grade level, and suggested activities and assessment methods have also been developed. By implementing the skill-based instructional model, institutions can provide a sequential and cumulative program which is linked to the workplace and focuses upon life-long learning. (TGI)

ED 391 554   JC 960 110

Career Pathways Skill-Building Activities Guide.
PUB DATE- 96
NOTE- 157p.; For the instructional model, see JC 960 109.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; Communication Skills; Community Colleges; *Education Work Relationship; Information Skills; *Instructional Design; *Instructional Improvement; Job Skills; *Learning Activities; *Learning Strategies; School Business Relationship; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Community College of Rhode Island; *School to Work Transition

In an effort to relate academic skills with workplace skills and facilitate the transition from school to work, the Community College of Rhode Island developed a skill-based instructional model targeted at 9th through 12th graders and consisting of 6 instructional areas, or strands, and 31 related skills. This guide provides suggested activities for the skills and includes sample handouts and assignment sheets. The activities are organized by the following six strands: (1) career occupational skills, focusing on developing awareness of diverse careers and prerequisites, preparing an academic program reflective of the career choice, and job search strategies; (2) personal skills which examines essential personal attributes and their interplay with career development and develops a personal work ethic and critical thinking skills; (3) interpersonal relationships, including developing language mechanics, identifying leadership styles, exploring conflict resolution, and developing an awareness, understanding, and appreciation of diverse cultures; (4) applied technology skills, focusing on information access, information analysis, and computer literacy; (5) understanding and working through systems, providing a working knowledge of government/political systems, social systems, economic systems, and organizational structures students. An analysis of group discussions was conducted. Questions addressed were: (1) What is the nature of planning discourse during science problem-solving activities with young children?; and (2) How is collaborative planning during science problem-solving encouraged by the teacher to help a student structure problem-solving attempts? An urban elementary school located in a transient, low-income, predominately Latino neighborhood was selected. The class tended to be bilingual, but the analysis focused on activities where English was used primarily. The classroom population was 30 children, and one-third were fluent English speakers. Participant observation notes and unstructured interviews were conducted. Classroom documents and video and audio tapes of 1-2 hour durations were analyzed. Discourse and conversation analytic methods were used to complete both macro and micro analysis of classroom discourse. Results suggest that the teacher's general framing of learning as problem-solving opportunities for all participants profoundly affected the nature of instructional talk, and contributed to an emphasis on learning about planning during social interaction. In this case study, the teacher was in the process of building a classroom environment that engendered group problem solving by creating opportunities in which students could actively participate in planning activities. The social organization, shaped by a complex integration of linguistic, visual, and kinesic texts, provided students with a means to make sense of practical activity as forms of problem solving that require planning. Active participation in social interaction around planning had the consequence of shifting students' roles from receivers of knowledge to producers of knowledge. (Contains 37 references.) (WP)

ED 391 572 PS 023 182

Seifert, Kelvin L.
Coherence and Diversity in Everyday Views of the Child.
PUB DATE- 30 Mar 95
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beliefs; Cognitive Processes; College Students; Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Decision Making Skills; Developmental Psychology; Early Childhood Education; Epistemology; Existentialism; Foreign Countries; Higher Education; Individual Differences; Literature Reviews; Parents; Preschool Teachers
IDENTIFIERS- *Cognitive Frameworks

This paper reviews four studies about the nature of professional thinking among teachers, and its relationship to parents' thinking about children and education. The main question addressed in the literature was when and why individual diversity of views appears more strongly in some individuals, but uniformity appears more strongly in others. The method of the studies reviewed in this paper were individual interviews, transcribed and analyzed for themes and content. Subjects were combinations of parents, experienced teachers, and preservice teachers. Across all studies there were a total of 14 students, 11 early childhood teachers, and 7 parents. Interviews in every case focused on aspects of psychology and child development. Individual participants were selected deliberately for their

Intended to facilitate communication between parents and child care providers through creative problem solving, this guide explains young children's normal developmental behaviors that frequently cause concern, and identifies factors parents and caregivers can control in the environment that may have an immediate positive response from a child. The guide consists of 16 chapters on the following topics: (1) separation anxiety; (2) toilet training; (3) finicky eating; (4) activity level; (5) getting attention; (6) sexual curiosity; (7) tall tales and falsehoods; (8) power struggles; (9) temper tantrums; (10) superhero play; (11) joining a group of players; (12) turn taking; (13) inappropriate language and swearing; (14) tattling; (15) aggression; and (16) biting. Each chapter is divided into four sections. The first section of each chapter, "For Providers," contains information for early childhood settings, while the second section, "For Parent(s)," offers advice for the family context. These two sections are of similar structure and include a description of the behavior, observation questions, suggestions for both the provider and the parent, guidelines regarding when to seek professional help, and further readings on related topics. The third and fourth sections of each chapter, "A Plan for Action" and "Parent(s) and Provider Action Form," present an overview of the chapter and a planning form to help providers and parents plan, modify, and promote consistency between the early childhood setting and home. Contains 60 references. (AP)

ED 391 590 PS 023 819

National Roundtable on Outcome Measures in Child Welfare Services (2nd, San Antonio, Texas, April 7-9, 1994): Summary of the Proceedings.
SPONS. AGENCY- Texas State Dept. of Protective and Regulatory Services, Austin.
PUB DATE- 95
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Advocacy; Children; *Child Welfare; *Family Programs; Program Effectiveness; *Welfare Services
IDENTIFIERS- American Humane Association; Family Preservation Services; National Association Public Child Welfare Admin; *Program Objectives

The second annual roundtable represents an on-going effort to share knowledge and information and to develop a common agenda and measure the achievement outcomes in child welfare. This roundtable's goals included: (1) reviewing and selecting appropriate outcomes for children and families in child welfare systems; (2) building understanding of a conceptual framework for identifying key outcomes; and (3) building agency and community consensus regarding outcomes. Following acknowledgements and an introduction, this summary of proceedings is comprised of the following sections: (1) "Roundtable Staff"; (2) "Opening Remarks"; (3) "Presentations of Experience," including presentations from Colorado, Texas, California, and Utah; (4) "Summary of Work Group Sessions," focusing on child safety, family continuity, preservation, child functioning, and family functioning; (5) "Getting Started" on some measurement issues to consider when developing outcome measures for child welfare services; and (6) "Summary of the Roundtable." (BGC)

ED 391 591 PS 023 839

High Schools; Middle Schools; Peer Groups; Peer Influence; Physical Development; Puberty; Sexual Identity; Social Development
IDENTIFIERS- Adolescent Attitudes; Baumrind (Diana); Erikson (Erik); Rutter (Michael)

Noting that the current generation of adolescents is experiencing more stressful and negative experiences at an earlier age than previous generations, and that the consequences include drug abuse, delinquency, and mental illness, this book provides caregivers and parents with specific tactics to move teenagers successfully through adolescence. The book suggests that prevention of adolescent casualties is accomplished through three major tools: information, communication, and education. The chapters are: (1) "Difficulties Facing Today's Teens"; (2) "Adolescence: Historical Root, Definitions, and a Map of the Territory"; (3) "The Dawn of Adolescence; Too Much Too Soon; Too Little Too Late; Myths of Adolescence"; (4) "Mid-Adolescence: Times You Might Need Help"; (5) "Finishing Adolescence: Movement into Adulthood--Developmental Tasks of Late Adolescents and Young Adults"; (6) "The Family Group: The Peer Group; The Impact of Peers on Values"; (7) "Separation, Divorce, and New Relationships: Impact on Children's and Adolescent's Movement into Adulthood"; (8) "The Twenty Commandments for Adults Working with Teenagers: A Legacy of Optimism and Positive Thinking"; (9) "Adolescent Love: Discovering Sexuality and Dating"; (10) "Talents, Flairs, and Competencies: A Teenager's Uniqueness"; (11) "Work: Practicing Adulthood--What Will I Do with My Life?"; (12) "Renaissance in Schools," on bringing new technology and talent into middle and high school classrooms in new ways; and (13) "Epilogue," touching upon issues such as drug abuse, television's influence, and psychological abuse. Contains 87 references. (BGC)

ED 391 608 PS 024 032

Guthrie, Larry F.
How To Coordinate Services for Students and Families.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Childhood Needs; Community Coordination; *Cooperative Planning; *Delivery Systems; *Family School Relationship; *Integrated Services; Referral; *Social Services
IDENTIFIERS- *Interagency Collaborative Initiative; School Based Services

Noting that schools need to be concerned with non-academic conditions that affect academic achievement and need to work with other services and programs to help students, the introductory chapter of this book offers reasons why existing programs are not working and suggests interagency collaboration as a solution. The second chapter offers, as a guide, the following nine-step program for building interagency collaboration to serve students and families: (1) finding out what programs are being offered currently by the school and other agencies; (2) understanding what school-linked services are and whether they exist in the local and neighboring communities; (3) knowing the basic needs of families and

IDENTIFIERS- *Annenberg Rural Challenge

Former U.S. Ambassador and philanthropist Walter H. Annenberg has pledged a significant portion of his personal wealth to America's public schools if his contribution is "matched" by the nation. Up to $50 million in matching money over the next 5 years has been earmarked specifically for rural schools. This document provides a context for the Annenberg Rural Challenge, an explanation of its vision for rural schools, and an overview of how it operates. The Annenberg Rural Challenge recognizes that improving the nation's schools requires the full involvement of the rural constituency, routinely excluded from key national policy making decisions. This rural initiative seeks to confront the myths and stereotypes that haunt rural education, and to challenge those involved with rural schools to build on their strengths to create lasting reform and "genuinely good" schools. Such schools recognize that every child is special and can learn, expect rigorous intellectual performance of each student, and promote democracy and authority in the classroom and in school governance and policy making. In addition, genuinely good rural schools make the most of their rural nature, acknowledge their dual obligation of preparing students for rural and urban environments, and effectively compensate for rural-related disadvantages. The Rural Challenge will place the overwhelming majority of its resources in those communities, schools, districts, and networks that are acting in harmony with its vision. Rather than being a grant competition, the Rural Challenge features a search process carried out by regional teams, collaboration with a variety of rural partners, inclusiveness of all stakeholders and interested citizens and of diverse rural populations, and a national agenda of network building and advocacy for rural education. Includes photographs. (SV)

ED 391 624 RC 020 436

Richardson, Michelle; Simmons, Deborah
Recommended Competencies for Outdoor Educators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Foundations of Education; Higher Education; *Knowledge Base for Teaching; *Outdoor Education; *Professional Development; *Teacher Competencies; Teaching Skills
IDENTIFIERS- *Environmental Awareness; ERIC Digests; Outdoor Leadership

This digest provides a framework for professional development of outdoor educators. Outdoor and environmental educators share similar principles of outdoor learning. Thus, the performance standards recently drafted by the North American Association for Environmental Education (NAAEE) can serve as a useful guide for outdoor education generally. NAAEE-recommended competencies fall into seven categories. First, knowledge and skills are needed in such areas as safety, group management, problem solving, technical equipment, environmental protection, and expedition planning. Second, teacher understanding of basic education foundations, current educational theories, and children's physical and intellectual development is as technology. Questions were asked regarding examples, processes, and purposes of science and technology; relationships between them; characteristics and responsibilities of scientists and technologists; and relationships between science and technology with society. The majority of students made the distinction between examples of technology and examples of science confidently and correctly. This was also true for the distinction between the processes involved in doing science and technology. Although most students were aware that technology is concerned with the improvement of human life, they did not distinguish technology and science at all well in this regard. Many of the students held the well known stereotype of the scientist as a white coated, unkempt, bespectacled male but, surprisingly, about half of the students considered technologists to be just as likely female as male. Both scientists and technologists were seen as having a responsibility to help people. The general impression gained is that there is a need for improvement in students' understanding of technology and technologists. (MKR)

ED 391 642 SE 056 659

Larson, Jane O.
For All Intents and Purposes: Probing the Levels of Intended Curriculum for a High School Chemistry Class.
PUB DATE- 23 Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Ethnography; High Schools; Models; *Science Curriculum; Science Teachers; *Secondary School Science

The purpose of this study was to compare and contrast significant features of the multiple layers of policy statements and objectives comprising the intended curriculum of a chemistry class. Levels of this curriculum include state, district, and local school science curriculum policies as well as those of curriculum developers and teacher. An additional objective was to determine the relative influence of each level upon the teacher and his subsequent implementation. Using data collected in a year-long ethnographic study of curriculum modulation within a Department of Defense Dependents Schools high school on an overseas military base, matrix was constructed to form a composite of the levels in terms of objectives, recommended instructional methodologies, theoretical perspective, and science curriculum emphasis. Preliminary findings suggest areas of inconsistency and contradiction between the levels, creating an uncoordinated system of intent. It was found that the teacher chose to ignore the outer layers of intended curriculum and implement the chemistry curriculum according to personal objectives with some input from the text and associated materials. (Author/MKR)

ED 391 643 SE 056 735

Kurth, Lori A.
Examining the Significance of Science in the Lives of Prospective Elementary Teachers.
PUB DATE- 27 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 27,

representations but had some trouble using symbolic representations and recognizing and making connections between graphical and symbolic representations, even though the use of these representations was stressed during their course; and (3) traditional students were the least proficient at using graphical representations and had the most difficulty recognizing and making connections between different representations. An appendix contains the posttest instrument. Contains 20 references. (MKR)

ED 391 666 SE 057 614

Raymond, Anne M.
Mathematics Teacher Development: Lessons Learned from Two Collaborative Action Research Partnerships.
PUB DATE- Oct 95
NOTE- 32p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; College School Cooperation; *Educational Change; Junior High Schools; *Manipulative Materials; *Mathematics Teachers; *Problem Solving; *Professional Development
IDENTIFIERS- *Teacher Change; Teacher Researcher Cooperation

Collaborative action research partnerships create rich opportunities for the professional development of teachers and classroom reform. This paper reports results from two action research projects. The first was a collaboration between the author and a seventh-grade mathematics teacher who wanted to change his mathematics teaching in an effort to more effectively address the National Council of Teachers of Mathematics' call to infuse problem solving into the mathematics classroom. The second collaborative project stemmed from an eighth-grade teacher's desire to investigate whether or not her efforts in teaching algebra through the use of a "Hands-On" manipulative program were worthwhile. Both projects were teacher-driven and yielded a number of interesting results. In this paper the two studies are described, the process of engaging in collaborative research is discussed, the similarities and differences between the roles of the university researcher in the two projects are discussed, and the role of action research in the professional development of mathematics teachers is considered. Appendices contain a survey on student beliefs about problem solving, a "solo" problem-solving test, interview questions, a year-end class survey, and tables illustrating individual student scores by class period. (MKR)

ED 391 667 SE 057 615

Bainer, Deborah L.; Williams, Don
Evaluating the Effects of Environmental Science Programs on Teachers, Students and Communities (Part II: Partnering for Elementary Environmental Science Program). Draft Copy.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL,

from water conservation conventions to forums on wise water use to public debates on water rights. This booklet is a detailed guide to organizing a Water Celebration and includes sections on getting organized, scheduling, and communications. Appendices include: communications with participants; communications with exhibitors and presenters; communications with the media; scheduling-master lists and matrices; games and contests; surveys; and references and order forms. (JRH)

ED 391 688 SE 057 765

Kesselheim, Alan S.; And Others
The Liquid Treasure Water History Trunk: Learning from the Past.
SPONS. AGENCY- Bureau of Reclamation (Dept. of Interior), Washington, D. C.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Exhibits; History; Integrated Activities; *Natural Resources; Science Activities; *Water Resources

This document is a guide to building a Liquid Treasure Water History Trunk that allows educators and students of all ages to learn about water from a historical perspective. By assembling historical water related items into a meaningful and interesting learning format--The Liquid Treasure Trunk--teachers and students of all ages can gain a glimpse of the past and perhaps discover useful insights for the present and the future. The artifacts, photographs, political documents, and words that illustrate our interaction with water throughout history offer useful lessons and activities. Appendices include reference resources, general bibliography, grant proposal, sample budget, shipping and order forms, and sample class play. (JRH)

ED 391 689 SE 057 767

Posamentier, Alfred S.; Schulz, Wolfgang
The Art of Problem Solving: A Resource for the Mathematics Teacher.
PUB DATE- 96
NOTE- 473p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Educational Resources; Elementary Secondary Education; *Mathematical Concepts; Mathematics Teachers; *Problem Solving

This book is designed to give mathematics teachers a host of interesting and useful ideas thereby raising their consciousness level and enabling an enrichment of the mathematics instruction program. The chapters in this book capture a broad spectrum of ideas in the area of mathematics problem solving. Chapters are: (1) "Strategies for Problem Exploration" (Ewen, Ira); (2) "Unconventional Problem-Solving Strategies in Mathematics Instruction" (Posamentier, Alfred); (3) "Interest Grabbers: Exciting Motivational Problems with

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; *Anti Semitism; Attitudes; Bias; Ethnic Bias; Ethnic Discrimination; History Instruction; Interdisciplinary Approach; *Jews; *Judaism; *Nazism; Reading Materials; Secondary Education; Social Bias; Social Studies; Values; World History; *World War II
IDENTIFIERS- Diary of Anne Frank; *Frank (Anne); *Holocaust; Holocaust Literatue

This guide helps secondary students to understand "The Diary of Anne Frank" through a series of short essays, maps, and photographs. In view of new scholarship, the historical context in which Anne Frank wrote may be studied to improve the student's perspective of recent history and of the present. A drawing shows the hiding place in the home where the Frank family lived. The essays include: (1) "The Need for Broader Perspective in Understanding Anne Frank's Diary" (Joel S. Fishman); (2) "The Uniqueness of the Holocaust" (Alex Grobman); (3) "Anne Frank's World" (Elma Verhey); (4) "Anne Frank and the Dutch Myth" (Elma Verhey); (5) "A New Perspective on Helpers of Jews During the Holocaust: The Case of Miep and Jan Gies" (Dienke Hondius); (6) "Teaching the Holocaust through the Diary of Anne Frank" (Judith Tydor Baumel); (7) "Examining Optimism: Anne Frank's Place in Postwar Culture" (Alex Sagan); (8) "Dutch Jewry: An Historical Overview"; and (9) "Chronology of the Frank Family and the Families in the Secret Annex." A selected bibliography accompanies the text. (EH)

ED 391 711 SO 025 759

Hausfather, Sam
Creating a Theme Study Classroom around "Big" Questions: Opportunities and Constraints.
PUB DATE- Nov 95
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council of the Social Studies (75th, Chicago, IL, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Fused Curriculum; Grade 5; *Holistic Approach; *Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Planning; Private Schools; *Social Studies; Teaching Methods; *Thematic Approach; United States History
IDENTIFIERS- Georgia

This paper reports from an observant participant's point of view on a theme study conducted in a fifth-grade classroom at a laboratory elementary school of a small, private liberal arts college in Georgia. The "Theme Study" is a student-centered approach that "emphasizes a coherent and holistic approach to learning through the study of broad themes rather than compartmentalized subject areas." The study discusses the basic four components for theme study: (1) planning; (2) researching; (3) synthesizing; and (4) presenting. The themes presented include: (1) "Why are we Here?" (geology/geography); (2) "Native American Studies" (changes); (3) "Exploring the Unknown" (early U.S. explorers/astronomy); (4) "Taking Off on Investigations" (pioneers and heat energy); and (5) "Greed and Charity" (slavery and the Civil War). Contains 36 references. (EH) traditional Maori educational theory and practice. Chapter 2, "Contemporary Maori Principles of Learning and Teaching" (Nena Benton), discusses modern Maori principles of learning and teaching. Chapter 3, "Level Descriptors for Units for Maori National Qualifications" (Richard Benton; James Swindells), relates material from earlier chapters to the technical question of descriptors for the assigning of Maori units to levels within the National Framework and suggests three criteria to be added to the sets of descriptors at each level for Maori units within the Framework with modifications to the other descriptors. Chapter 4, "Descriptors for Maori National Qualifications," suggests possible structures, with corresponding descriptors, for Maori qualifications within the National Framework. Chapter 5, "Conclusions," dwells on the theme of interconnectedness. Two appendixes contain terms relating to traditional Maori higher education and accreditation guidelines. Contains an index of terms and 60 references. (EH)

ED 391 734 SO 025 844

Lantieri, Linda
Waging Peace in Our Schools: Beginning with the Children. Peace Education Miniprints No. 80.
PUB DATE- Sep 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Curriculum Development; Elementary Secondary Education; Higher Education; *Peace; Social Change; Social Studies
IDENTIFIERS- Curriculum Review Development and Implementation; New York City Board of Education; *Peace Education

The Resolving Conflict Creatively Program (RCCP) began in New York City by Linda Lantieri who is now the national director. This program is for teachers, students, administrators, and parents who seek to make schools and society more peaceful through creative means. RCCP was developed because of the increasing statistics of violent acts that take place in U.S. schools and the increasing number of suicides and homicides by young people. RCCP helps people recognize different ways to resolve conflicts through peaceful means rather than through the violent acts young people see perpetuated in the media. Teachers can implement RCCP by employing a new classroom management style that includes the following components: (1) K-12 classroom curriculum; (2) professional training and ongoing assistance and support for teachers; (3) a student-led mediation program; (4) parent training; and (5) administrator training. The program finds that teachers report positive results. (JAG)

ED 391 735 SO 025 846

Kennon, Donald R.; Kerr, Mary Lee
The Flag of the United States and State Flags, Seals & Mottoes.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

NOTE- 46p.; Includes 20 slides available from the Asian Art
  Museum.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For
  Practitioners) - Classroom Use - Teaching Guides (For Teacher)
  (052)
DESCRIPTORS- Art; Art Education; *Art History; Chinese Culture;
  Elementary Secondary Education; Foreign Countries; Manuscript
  Writing (Handlettering); Non Western Civilization; *Painting
  (Visual Arts); Visual Arts
IDENTIFIERS- China; *Chinese Art; Tang Dynasty

Brushwork is the essential characteristic of Chinese painting. Ink and brushwork provide the foundation of Chinese pictures, even when color also is used. In the quality of the brushwork the artist captures the spirit resonance, the raison d'etre of a painting. In China, painting and writing developed hand in hand, sharing the same tools and techniques. This teacher's packet includes a brief history of the development of Chinese calligraphy, a discussion of the tools of writing and painting, and the development of Chinese painting since the Tang Dynasty. Charts and illustrations demonstrate: "Linear Techniques for Figure Painting"; "Basic Vocabulary of Strokes"; "Texture Strokes in Landscapes"; "A Vocabulary of Dots"; "Script Evolution in China"; and a timeline "Chronology of China." The packet also contains 20 slides, a "Slide List"; "Slide Descriptions"; and a "Brushstrokes Bibliography." (MM)

ED 391 758 SO 025 989

The Arts of Persia. A Teacher Workshop Presented by the
  Education/Outreach Department.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For
  Practitioners) - Classroom Use - Instructional Materials (For
  Learners) (051),Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art; Art Education; *Art History;
  Ceramics; Elementary Secondary Education; Foreign Countries;
  Illustrations; Manuscript Writing (Handlettering); Non Western
  Civilization; Painting (Visual Arts); *Visual Arts
IDENTIFIERS- Iran; *Islamic Art; Persia; *Persian Art

This packet includes a description of the geography of Iran, known as Ancient Persia and gives information about Persian Art. Both pre-Islamic and Islamic influences are discussed. The "Slide List" introduces 21 slides provided with the packet and describes them in the "Slide Descriptions." The packet includes a "Slide Script"; illustrations of a "Footed Bowl from Tepe Sialk"; "Slag Shaped Vessel"; and "Eight-Pointed Star Tile Pattern." "Suggested Activities" and a "Bibliography" complete the packet. (MM)

ED 391 759 SO 025 990

Tomb Treasures from China: The Buried Art of Ancient Xi'an. A
  Teacher Workshop Presented by the Education/Outreach Department.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For

Trends; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Institutional Characteristics; National Surveys; *Partnerships in Education; Preschool Education; *Preservice Teacher Education; *Professional Development Schools; Program Content; School Restructuring

Profiles of 66 partnerships that have developed and implemented professional development school (PDS) programs at 301 preK-12 schools are included in this directory. The profiles include information, which was collected during a national survey, on the following program features: school, college, and teachers union partners; level of faculty participation; use of computer technology; sources of funding; program start date; number of schools and their grade levels, collaborative activity, including research; diversity issues; and program activities for preservice, beginning, and inservice teachers. Each profile includes contact information for the overall program and the individual schools. Survey data are summarized and presented in table and graphical formats. Findings from the survey reported in this directory, when compared to findings from an earlier survey, indicate a dramatic increase in the number of PDSs nationwide. The appendices include the survey instrument, a bibliography featuring literature about the profiled schools and partnerships, and information on the activities and products of the Clinical Schools Clearinghouse, which produced the directory. (IAH)

ED 391 779 SP 036 433

Haffner, Debra W., Ed.
Facing Facts: Sexual Health for America's Adolescents.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Public Health Service (DHHS), Rockville, Md.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Adolescents; Health Education; Interpersonal Relationship; *Intimacy; Secondary Education; Sex Differences; *Sex Education; Sexual Abuse; Sexual Identity; *Sexuality; Social Development
IDENTIFIERS- *Health Behavior; Policy Implications; *Sex Knowledge

This report summarizes the deliberations, findings, and recommendations of the National Commission on Adolescent Sexual Health. The report defines the characteristics of a sexually healthy adolescent, provides a foundation for understanding the three developmental stages of adolescents (early, middle, and late adolescence), and offers recommendations for policymakers, parents, educators, health professionals, and the media. A statement reflecting the consensus of the commission is included, with a list of national organizations that have endorsed the statement. The background of the consensus statement discusses adolescent development, characteristics of a sexually healthy adolescent, adolescent sexual behavior in the 1990s, and the adult role in promoting adolescent sexual health. Recommendations for policymakers include: (1) recognize that sexual development is an essential part of adolescence and develop public policies consistent with research about adolescent development, adolescent sexuality, and program effectiveness; (2) support parents and families as integral members of efforts to improve adolescent sexual health; (3) support comprehensive sexuality education, which includes human development, relationships, personal skills, sexual behavior,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Classroom Environment; Elementary Secondary Education; Employer Employee Relationship; *Job Satisfaction; Public School Teachers; Questionnaires; *Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- Pennsylvania

A teacher job satisfaction instrument was developed from a brainstorming session in Pennsylvania with 81 teachers representing 5 school districts from urban, suburban, and rural schools. The resultant 10-question job satisfaction instrument was incorporated into a longer questionnaire that included school-related issues; it was given to 114 different teachers, and results were converted into a numerical score for each based on personal and employment characteristics. The study goal was not to generate a numerical comparison score, but rather to expose areas of concern for individuals and the work situation. Findings revealed that pay did not appear to be a satisfier or dissatisfier, that interaction with students was the most satisfying factor, and that the majority of subjects would approve of their children following in their profession. Lack of administrative support was chosen as the most dissatisfying factor (23 per cent), and teachers were not happy with the State-mandated innovations of Outcome Based Education (OBE) and inclusion. (NAV)

ED 391 796 SP 036 468

Clarke, Robert; Keating, W. Francis
How Public School Teachers View Their Involvement in the Decision Making Process.
PUB DATE- 95
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Anaheim, CA, November 1995). For a related document, see SP 036 467.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Individual Power; Job Satisfaction; *Participative Decision Making; *Public School Teachers; Questionnaires; Staff Orientation; *Teacher Attitudes
IDENTIFIERS- Pennsylvania

Sixty-one graduate student teachers (from seven urban, rural, and suburban districts) responded to five questions relating to how they viewed their involvement and importance in making decisions in the operation of their schools. Questions were designed by 14 teachers who met twice for about 2 hours each meeting. This development group believed that most teachers would state that they were not adequately involved because it was believed that administrators and Boards of Education did not make teacher involvement in such questions a priority. Question 1 dealt with the purpose of inservice days; questions 2, 3, and 4 with curricular concerns; and question 5 with teacher knowledge of official channels available to them for their curricular concerns. Results indicated that 95 per cent of teachers did not feel involved, 64 per cent did not know of any gaps in teaching/testing programs, 51 per cent believed that children were not being educated to their full potential and that there were curriculum problems, and 44 per cent indicated no channel or forum for voicing curricular concerns.

recommending specific procedures for the computer recognition of responses and problem delivery that will be sufficiently reliable and well-rationalized to be acceptable to reasonable evaluators. After a series of analyses to explore the design and scoring of FH-type items, specific recommendations were suggested for developing a system to deliver computerized versions. When developed, the prototype will also serve as a computerized research tool to conduct further studies. Appendix A gives an example of an FH item and scoring system. Appendix B presents six tables of text analysis with the Writer's Workbench software. Appendix C gives the instructions and items for a small pilot test and eight graphs from test examples. (Contains 35 references.) (Author/SLD)

ED 391 816 TM 024 155

Sheehan, Kathleen M.; Mislevy, Robert J.
Some Consequences of the Uncertainty in IRT Linking Procedures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Jul 88
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Error of Measurement; *Estimation (Mathematics); *Item Response Theory; *Measurement Techniques; Scaling; *Statistical Inference; *Test Items
IDENTIFIERS- Jackknifing Technique; *Linking Metrics; National Assessment of Educational Progress; *Uncertainty

In many practical applications of item response theory, the parameters of overlapping subsets of test items are estimated from different samples of examinees. A linking procedure is then employed to place the resulting item parameter estimates onto a common scale. It is standard practice to ignore the uncertainty associated with the linking step when drawing inferences that involve items from different subsets, a situation that arises, for example, in the measurement of change. This paper outlines how the uncertainty can be accounted for and exemplifies the ideas with a jackknife approximation for the Stocking-Lord linking procedure. Examples from the National Assessment of Educational Progress suggest that the resulting uncertainty will usually be negligible for inferences about individuals, but can constitute a major source of estimation error in aggregate statistics such as changes in group means. (Contains 2 figures, 9 tables, and 13 references.) (Author)

ED 391 817 TM 024 156

Katz, Martin R.
New Technologies in Career Guidance: The Interactive Computer.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the World Congress of Guidance (12th, Annecy, France, September 20-26, 1987).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Guidance; *Computer Uses in Education; Cost Effectiveness; Decision Making; *Educational Technology; Individual Differences; *Interaction; *Online Systems; *Systems Development; Theories; User Needs (Information)

Portfolios can demonstrate student mastery of material and their work with concepts and content, as well as their ability to link material with other knowledge. Portfolios can closely relate what students learn to what teachers believe they teach. The decision to use portfolios requires planning, professional development, decision making, and a reconceptualization of space and time management. Teachers who use portfolios find that they become facilitators who direct students toward information and resources. A working knowledge of portfolio assessment is vital for all involved, especially parents, who must have good and consistent information. Students can be helped to understand portfolio assessment if criteria (rubrics) are developed that define performance. Although there are a number of issues that must be considered in portfolio development and some problems that must be overcome, it is apparent that portfolios offer advantages in philosophical congruence and instructional strategy. Five national clearinghouses that disseminate information on portfolios and seven schools using portfolio assessment are listed. (Contains 2 tables and 18 references.) (SLD)

ED 391 837 TM 024 439

Report on Grade Level Retention of Texas Students, 1992-93 and 1993-94.
PUB DATE- Feb 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Age Differences; *Blacks; Elementary Secondary Education; *Ethnicity; *Grade Repetition; *Hispanic Americans; Minority Groups; *Racial Differences; *Sex Differences; State Legislation; Student Promotion; Whites
IDENTIFIERS- *Texas

A legislative mandate requires the Texas Central Education Agency to submit a report each odd-numbered year that includes data collected on students retained in grade, including the reason for retention. This report presents current summary data on the retention rates of Texas students by grade level, age, gender, and ethnicity for 1992-93; year-end summary data; and an overview of state policy regarding retention and promotion. Some preliminary data for the 1993-94 year are also presented. Research on the effects of grade level retention has consistently shown that having students repeat a grade or delaying entry to kindergarten or first grade when the child is of the appropriate chronological age does not help students academically or personally. In 1992-93 an estimated 5% of Texas public school students were retained, but about 7% of Hispanic and African American students were retained. Hispanic students represented 47% of all students retained in 1992-93. The highest retentions continued to be in the ninth grade, and males continued to outnumber females in retentions. Overage students represented 16.2% of regular education students, but were 26.9% of regular education students who were retained. (Contains 1 table, 12 charts, and 8 references.) (SLD)

ED 391 838 TM 024 440

Ma, Xuan; And Others
Making Data Work for You. A Guide to Resources for Program Developers and Youth Advocates.
PUB DATE- Jun 95

Youth.
PUB DATE- 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Census Figures; Demography; *Early Parenthood; *Educational Attainment; Elementary Secondary Education; *Employment Patterns; *Enrollment; Financial Support; High School Graduates; Socioeconomic Status; Urban Schools; *Urban Youth; *Young Adults
IDENTIFIERS- *New York (New York)

This study describes New York City's population of 16-to-24-year-olds using data from the 1990 Census' Public Use Microdata Sample. Selected characteristics pertaining to the education and employment of these young adults are examined, and information is given about the school and work status of youth in the city according to various demographic variables. Nearly three quarters of New York city's young adults are U.S. born, and more than half are enrolled in school. Of the 55.1% who are labor force participants, 9.7% are unemployed. Only 22% work full time exclusively, and 20% are not enrolled and are not working. In the older segment of this population, 1 in 10 is not a high school graduate, not in school, and not working. These groups of marginal young people require special training and employment programs. For nearly 10% of the young women, motherhood is an early reality, and premature childbearing is an apparent deterrent to both education and employment. Programs to prevent adolescent pregnancy and encourage high school completion are critical. The picture of New York city's youth supports arguments for continued public spending in their interest. Four appendixes discuss data limitations, provide a glossary, and present four additional tables of data about the city's youth. (Contains 31 figures, 20 tables, and 25 references.) (SLD)

ED 391 858 UD 030 800

DeCamp, Suzanne
The Linguistic Minorities of New York City.
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Cultural Differences; Educational Planning; Educational Trends; Elementary Secondary Education; *Ethnic Groups; Haitian Creole; Hispanic Americans; *Immigrants; *Limited English Speaking; *Minority Groups; Non English Speaking; *Spanish Speaking; Special Needs Students
IDENTIFIERS- Europeans; *Language Minorities; Middle East; New York (New York); New York City Board of Education

This report describes the major linguistic minority groups residing in New York (New York). Hispanics are the largest language minority in the city. In 1990, nearly one-quarter of the city's population was of Hispanic origin, and 35% of school children were Hispanic. The Latino population continues to grow through natural increase and immigration. Since 1965, the Asian population has been growing steadily, and by 1990, Asians as a whole represented the second largest group of language minorities in New York city. Immigrants from Asia were likely to speak English less well than members of other immigrant groups. Haiti ranks fifth among countries sending immigrants to emphasize student retention and persistence as much as access, for programs that rely more on incentive than regulation, and for policies that distinguish between postsecondary sectors and types of institutions). Includes eight figures, seven tables, and a list of conference panelists and speakers and other participants. (Contains 19 references.) (JB)

ED 391 447 HE 028 898

Compilation of Agricultural Research, Education, and Extension Questions for Discussion. 104th Congress, 1st Session.
PUB DATE- Dec 95
NOTE- 496p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Agricultural Education; College Role; Cooperative Programs; Coordination; *Federal Legislation; Federal Programs; Federal Regulation; Government Role; Higher Education; International Organizations; Partnerships in Education; Policy Formation; Professional Associations; Public Agencies; Public Policy; *Research; Research and Development; Research Needs; Resource Allocation; *Rural Extension; Theory Practice Relationship; Universities
IDENTIFIERS- *Agricultural Policy; Agricultural Sciences

This volume compiles and reprints the responses of 37 organizations to a series of questions issued by the House Committee on Agriculture in anticipation of debates concerning the Research Title of the 1995 Farm Bill due for updating and revision. The questions address some of the following topics: the role of the federal government in agricultural research, coordination and relations with other federal agencies, the suitability of various regulations and procedures, setting research priorities, integrating federal-state-industry research pools, effectiveness of coordinating and advisory boards, efficiency and accountability in administration of these federal funds, partnerships with other types of organizations, guidelines for use of federal funds, land grant universities' roles, fund allocation formulas, and regional research and extension cooperation. The organizations that responded to these questions include the Department of Agriculture, the Coalition on Funding Agricultural Research Mission, professional societies such as the Phytopathological Society and the Entomological Society of America, individual higher education institutions like the Universities of Minnesota and Arkansas and Ohio State University, international organizations such as the World Bank and the International Food Policy Research Institute, and Associations such as the American Feed Industry Association and the Association of American Veterinary Medical Colleges. (JB)

ED 391 448 HE 028 899

Federal Perkins Loan and National Direct Student Loan Programs: Directory of Designated Low-Income Schools for Teacher Cancellation Benefits for the 1995-96 School Year.
PUB DATE- Oct 95
NOTE- 1,299p.
LANGUAGE- English
EDRS Price- MF10/PC52 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disadvantaged Schools; Disadvantaged Youth; Elementary Schools; Elementary Secondary Education; Federal

college students, as measured by students' pre- and post-CAI scores on the Test of Integrated Process Skills (TIPS). Their scores on the Enhanced American College Testing Assessment (Enhanced ACT) were used as a balancing measure of academic aptitude. The CAI module, which during its development was also subject to formal evaluation by an expert review panel, included two tutorial programs and two laboratory simulations, and was examined in the study for ways in which it presented information, guided students through assimilation of new information, and provided practice to enhance understanding. The student sample consisted of 92 students enrolled in General Biology I for Science Majors (at a small, rural community college located in the southeastern United States), equally divided into a control group and an experimental group. The control group had the opportunity to use commercially produced tutorials designed only to improve knowledge of biology content, while the experimental group used the CAI module for improving integrated process skills. The study revealed no significant difference between the mean gains of the control group and the experimental group (0.05 to 0.07), although the experimental group did show a more marked improvement on the individual subtest involving graphing and data interpretation. Nor did the effectiveness of CAI seem to be influenced by a student's academic aptitude or gender. The study's results suggest that instructors should not expect noticeable improvement in students' integrated science process skills. Due to the small scale and time constraints of this study, findings should be considered with some caution. Seven tables illustrate the data. (Contains 41 references.) (BEW)

ED 391 465 IR 017 613

Coussement, Sylvere H.
Educational Telecommunication: Does It Work? (An Attitude Study).
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Curriculum Development; *Educational Television; Instructional Effectiveness; Instructional Materials; Integrated Activities; Junior High Schools; *Science Curriculum; *Student Attitudes; *Student Surveys; Telecommunications
IDENTIFIERS- *Instructional Variables; *Video Telecommunications

This study was planned to develop and evaluate an assessment component to measure student attitudes on science as influenced by subject matter presented via telecommunication. Use of technology to introduce varying, exciting, and effective education is becoming commonplace, and assessment of student attitudes is essential to evaluating, updating, and refining curriculum. This research examined the "Integrated Science" teaching process, involving known teaching techniques integrated with a video lesson. A questionnaire was developed, analyzed, tested, revised, and then given to 299 sixth-, seventh- and eighth-grade students in 14 Integrated Science classes at 3 schools which received the video lessons via telecast from a major southern U.S. university. The questionnaires established a means for evaluating the Integrated Science program as determined by attitude toward science monitoring. Variables affecting the study might include positive or negative feelings toward a teacher, subject matter, classroom environment, or classroom activities. The study results are being used to revise the Integrated Science provide authentic literacy experiences and explicitly teach literacy strategies. Graphic organizers were designed to represent the thinking processes that typify interactive reading. Top-down visuals--chains, planning charts or flow charts, scales for weighing arguments, and concept maps, for example--can anchor abstract concepts and help with problem solving. Bottom-up visuals like pie charts, grids, and graphs can help students scan, sort, and organize information. Both can be instrumental in facilitating learning strategies in the at-risk student. Seven figures show examples of the graphic organizers. (BEW)

ED 391 484 IR 017 637

Schiffman, Carole B.
Consumer Control Points: Creating a Visual Food Safety Education Model for Consumers.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains figures which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bacteria; Concept Formation; *Consumer Education; Consumer Protection; Federal Regulation; *Food Standards; Instructional Effectiveness; *Merchandise Information; Nutrition Instruction; Public Health; Public Health Legislation; *Visual Aids; *Visual Learning
IDENTIFIERS- Department of Agriculture; Food Labels; Food Preparation; *Graphic Organizers; *Health Hazards; Iconic Representation

Consumer education has always been a primary consideration in the prevention of food-borne illness. Using nutrition education and the new food guide as a model, this paper develops suggestions for a framework of microbiological food safety principles and a compatible visual model for communicating key concepts. Historically, visual food guides in the United States have concentrated on dietary recommendations, including the well-known pyramid of food classification and the mandatory nutritional labeling. Guides are now emerging for food safety education and public health. For example, the United States Department of Agriculture (USDA) recently made safe handling labels required on all raw and partially cooked meat and poultry products. The Hazard Analysis Critical Control Point (HACCP) is a procedure that identifies ways to prevent food-borne illness by monitoring critical control points in the processing of foods. In other words, the consumer should take certain precautions at each culinary step, including when food is purchased, stored, prepared, cooked, and when the preparer cleans up. These consumer tools need more systematic presentation, however. Dietary recommendations can be grouped under the three points of variety, proportionality, and moderation; food safety principles are also governed by threes--the three variables of time, temperature, and cleanliness and three categories of food which represent different degrees of bacterial risk. Any accompanying visual model should use familiar but strong symbols (a clock, a thermometer, hands under a faucet) and careful manipulation of design variables like shape and line. Seven figures accompany the text. (Contains 11 references.) (BEW) finished product rather than simply a user tutorial. An integrated performance support system, or a fully implemented EPSS, can provide even more: expert knowledge, searchable references and data, granular training like cue cards, and automated tools. A EPSS project begins with commitment to needs assessment and project support, cooperation between subject experts and designers, the skills of a multidisciplinary team, and a well-considered plan as to whether the system will be built from scratch or wrapped around an existing application. When marketing an EPSS, one must convince the organization that it will solve current performance problems, and that the level of support and the timing are optimal. Planning stages involve establishing project scope, reviewing organizational goals and needs, making sure the project team fully understands the reason for the EPSS, and creating mechanisms for reporting on progress. The next step is specification analysis, which involves feasibility studies, focus groups, task analysis, developing functional specifications, and choices of hardware and software. The results of the analyses are presented to the client, and if he or she decides to proceed with an EPSS, then the team can develop a maintenance strategy, prepare a development plans, and then actually build the system. Building includes developing the interface, the metaphor for the desktop, and data structure; it also comprises design and prototype, and procurement and integration of content into the system. Then the EPSS must be installed and systematically evaluated, with the team all the while alert to bio-factors in the work environment, like any dehumanizing effects of the system. (BEW)

ED 391 500 IR 017 653

Semali, Ladislaus M.
Teaching Media: English Teachers as Media and Technology Critics.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Viewing; *Educational Needs; Elementary Secondary Education; *English Teachers; Information Literacy; *Mass Media Effects; *Mass Media Role; Social Influences; Workshops
IDENTIFIERS- Pennsylvania State University

This paper discusses the role of media in presenting information to society and emphasizes the need for English teachers to incorporate critical media awareness into education. Four postulations are identified that are at the core of teaching media as a form of textual construction: (1) all media are a construction, which represents conscious and unconscious decisions about what knowledge is valid and valued; (2) audiences negotiate meaning; (3) the curriculum represents ideology and values and has social and political implications; and (4) the nature of media messages can affect social attitudes and behavior. A group of 20 teachers attending a media literacy workshop at Pennsylvania State University in the summer of 1994 were asked to rate the frequency with which they undertook certain core critical media literacy activities; results revealed that teachers were not aware of what they could do about media in their language arts classrooms and that criticism allows viewers to cognitively combine both intuitive perception and intellectual analysis. (Contains 10 references.) (AEF)

ED 391 518 IR 017 671

Xiao, Xiaoquan; Jones, Marshall G.
Computer Animation for EFL Learning Environments.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Computer Assisted Instruction; Computer Graphics; Computer Software Development; Educational Technology; *English (Second Language); Instructional Materials; Learning Motivation; *Second Language Instruction; *Visual Aids
IDENTIFIERS- *Computer Animation; *Learning Environments

Computer animation can be effectively incorporated into computer based instruction programs for English as a Foreign Language (EFL) learning environments. Computer animation is defined as computer-generated animated graphics that function as visual aids to instruction. The applications of instructional graphics fall into two categories: (1) affective functions, which are designed to improve a student's attitude toward learning or to increase the incentive of a student to participate in a lesson, and (2) cognitive functions, which are designed to directly enhance the ability of students to learn from instructional materials. According to design method, computer animation may be classified into fixed-path animation, which is pre-programmed or designed by the software developer, and data-driven animation, which is controlled by the constantly changing data based on user input. The most promising areas of using computer animation for EFL include the teaching and learning of beginning English phonetics, action verbs, and certain cultural elements. Developmental considerations include whether or not to use animation, the choice of programming language or an authoring tool, cultural considerations of target users, operating environment, hardware requirements, and what other resources to use. (AEF)

ED 391 519 IR 017 672

Bazeli, Marilyn J.; Olle, Ruth E.
Using Visuals To Develop Reading Vocabulary.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Cooperative Learning; Educational Research; Interactive Video; *Reading Comprehension; Reading Skills; *Teaching Methods; *Visual Aids; *Visual Learning; Visual Perception; *Vocabulary Development; *Vocabulary Skills

strong and available training staff, and well-developed internal and external communications. Implementing TQM in libraries may require a higher comfort level among librarians with the language of business and the spirit of entrepreneurship. Also, librarians need not try to rush incremental improvements. (Contains 34 references.) (BEW)

ED 391 537 IR 055 815

Butcher, Karyle
TQM--Will It Work in Your Library?
PUB DATE- 95
NOTE- 6p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; Higher Education; *Library Administration; Management Teams; *Organizational Change; Participative Decision Making; Teamwork; Time Management; *Total Quality Management
IDENTIFIERS- Continuous Improvement; Oregon State University

Scarce resources, changing customer expectation, and the changing role of top management are all factors that have contributed to the implementation of total quality management (TQM) in libraries. Instructional articles, conferences, and videos can alleviate some concerns of cost and time commitment. Many libraries already practice some of the techniques of TQM, including an emphasis on good customer service, staff participation in decision making, and investigating user needs and levels of satisfaction, but do not have systematic methods for insuring that these things happen as a matter of course. TQM, perhaps with slight modifications tailored to specific library settings, can provide such methods. Among other things, those designing the program must keep in mind that starting small and simple is a good idea, that TQM should not be used as a panacea for personnel problems or for a sick organization in general, that teams should be made up of people who actually do the tasks and have ownership in the results, and that some staff will dislike the hype surrounding TQM and the application of business practices to a library setting. The hallmark tools in TQM include teams, customer surveys, flow charts and diagrams, and data. Brief details of experiences with TQM at Oregon State University are incorporated into the discussion. (BEW)

ED 391 538 IR 055 816

Peischl, Thomas M.
Benchmarking: A Process for Improvement.
PUB DATE- 95
NOTE- 5p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

such as union development; and (6) critical thinking process skills, identifying a school or community problem and proposing solutions. For each skill, an overview is provided and information is presented on a suggested time in the lesson plan for addressing the skill, the target grade level, and objectives. (TGI)

ED 391 555 JC 960 111

Salomon, Kenneth D.; Gray, Todd D.
Implications of the Telecommunications Act of 1996 for Community Colleges.
PUB DATE- 14 Feb 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Computer Mediated Communication; Computer Networks; Educational Legislation; *Educational Technology; *Federal Legislation; Government School Relationship; *Information Networks; *Internet; *Legal Responsibility; School Business Relationship; *Telecommunications; Two Year Colleges
IDENTIFIERS- *Telecommunications Act 1996

The enactment of the Telecommunications Act of 1996 contains a number of provisions that clearly affect community college and university use of telecommunications and information services. The Telecommunications Act expands the concept of universal service, or the idea that all Americans should have access to basic telephone service; requires telecommunications carriers to provide special and affordable rates for educational institutions (defined as K through 12, but possibly extended to colleges), non-profit libraries, and rural health providers; and authorizes federal departments and agencies to provide financial assistance to a new private non-profit corporation for educational technology. The most controversial provision, the Communications Decency Act (CDA), has ignited a debate over freedom of speech with respect to provisions intended to protect minors from accessing obscene or indecent material through the Internet or other telecommunications devices. Activities proscribed by the CDA include knowingly making available to minors material that is "offensive to contemporary community standards" and permitting a telecommunications facility under one's control to be used for that purpose. The CDA also creates new federal crimes for these violations. Although the act does contain some defenses to liability for service providers, it significantly affects community colleges with its risk of institutional and personal liability for violations in such areas as minor students accessing indecent material through a college computer or a faculty member exercising academic freedom. (TGI)

ED 391 556 JC 960 112

Rodriguez, Felix; Colon, Elsie M.
Industry Academia Partnership Project: Computerized Drafting and Electronic Program Improvements through Job Experiences, Curriculum Development and Faculty Professional Growth.
PUB DATE- 11 Nov 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

experiences as university students, early education teachers, and parents. One common theme was the ontology of the child. Another theme was the epistemology of participants. The outcomes of these studies suggest the need to understand better the factors that create either diversity or uniformity of beliefs. For educating parents and teachers, attending to different philosophical frameworks will have to be part of the agendas for educators of parents and of early childhood teachers. (Contains 19 references.) (WP)

ED 391 573 PS 023 369

A Matter of Time: Risk and Opportunity in the Out-of-School Hours. Recommendations for Strengthening Community Programs for Youth. Abridged Version. with Executive Summary.
PUB DATE- Jul 94
NOTE- 60p.; For full report, see ED 355 007. Executive Summary published separately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *After School Programs; *At Risk Persons; Change Strategies; *Childhood Needs; Child Welfare; *Community Involvement; Elementary Secondary Education; Family Involvement; Leisure Time; Program Descriptions; School Involvement; Youth; Youth Problems; *Youth Programs
IDENTIFIERS- Adolescent Attitudes; Child Safety; *Free Time; Out of School Youth Program

All over America, young adolescents' experiences of growing up have changed dramatically in the past two decades. Family life for adolescents has changed, adolescents face greater risks to their health, and greater risks of being poorly educated for the next century. Families, schools, and community organizations, the three pivotal institutions that once met the crucial requirements of adolescents to become productive adults, have been slow to adapt to new social realities. This report provides a summary of a task force examination of community programs for youth. The report discusses the challenges facing today's youth--particularly the large amounts of discretionary time--adolescents' needs, and the potential of community organizations to support youth development. The report outlines 10 principles that are vital for successful youth programs and makes recommendations on how key partners such as families, schools, health agencies, businesses, government, and the media can contribute to quality programs for youth. Descriptions of six successful youth programs are included, as is a list of several organizations that serve as resources for youth program development. (TJQ)

ED 391 574 PS 023 576

Olmsted, Patricia P., Ed.; Weikart, David P., Ed.
Families Speak: Early Childhood Care and Education in 11 Countries. The IEA Preprimary Project, Phase 1.
PUB DATE- 94
NOTE- 397p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Books (010)
DESCRIPTORS- *Cross Cultural Studies; *Day Care; Early Childhood Education; *Early Experience; Employed Parents; Family

Gellert, Sandra
Family Child Care: Professionalism with Diversity.
PUB DATE- May 95
NOTE- 7p.; Revised and updated version of keynote speech presented at the TriState Child Care Conference (Plymouth Meeting, PA, May 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Caregiver Role; *Child Caregivers; Child Rearing; Credentials; Early Childhood Education; *Family Day Care; Nonprofessional Personnel; Professional Personnel; *Standards; State Regulation; State Standards
IDENTIFIERS- Day Care Licensing; Day Care Regulations; *Family Day Care Providers; National Standards; *Professionalism

Family day care is generally defined as the care of six or fewer unrelated children in a caregiver's home. However, there are no national standards or regulations for family or group child care homes, and the definitions of family child care vary from state to state. Regulated providers have been rated as more sensitive and observed to offer more responsive care than nonregulated caregivers. It is estimated that the number of nonregulated family child care providers may be four to six times greater than the number of regulated providers. "Nonregulated" does not necessarily mean illegal, as many states have "exempt categories" of regulation. License validators must recognize the importance of diversity among family child care providers and promote professionalism, as put forth by the Family Child Care Accreditation Program. (BGC)

ED 391 592 PS 023 889

Reifel, Stuart, Ed.
Advances in Early Education and Day Care: Social Contexts of Early Development in Education. Volume 7.
PUB DATE- 95
NOTE- 335p.; For volume 6, see ED 381 256.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Child Development; Childhood Attitudes; Classroom Communication; *Day Care; Day Care Effects; *Early Childhood Education; Empathy; Laboratory Schools; Models; Moral Development; Parent Child Relationship; Play; Poverty; Social Development; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- CDA Credential; Child Development Associate; Paradigm Shifts; Vygotsky (Lev S)

This volume reflects some of the disciplinary and interdisciplinary diversity found in the study of programs for young children, and its chapters cover a number of matters central to early childhood development and practice, including preparation for practice. The book has 11 chapters divided into 4 parts that cover family and community, adults and the classroom, classroom interactions, and Vygotsky's influence. Following an introduction on the social contexts of early development and education (Stuart Reifel), the chapters in the book are: (1) "Parent Empathy: A Key Element in the Mother-Child Relationship" (Norma D. Feshbach); (2) "Children's Conceptions of Poverty" (Judith A. Chafel); (3) "The Child Development Associate Credential Program" (Nancy E. Barbour and others); (4) "University-Based Child Development Laboratory children, and identifying gaps and overlaps in services; (4) agreeing on a common vision of the collaboration; (5) setting goals and expectations; (6) designing comprehensive services; (7) developing a plan; (8) planning an evaluation; and (9) acting on the plan. The third chapter discusses the following seven areas of decision-making in designing the collaboration: leadership and management; location of services; delivery of services; staffing; client targeting; funding; and evaluation. It also indicates the pitfalls to be avoided in relation to each of these areas. The three possibilities subsequent to the collaboration and what can be done with regard to each are highlighted in the last chapter. Those are: maintaining the collaborative's current scope; expanding its scope to other sites; or discontinuing the initiative for lack of funding, support, or interest. Includes 38 references. (BAC)

ED 391 609 PS 024 033

Shorr, David N.; Shorr, Constance J.
Children's Perceptions of Kindness and Anonymity in Others' Helping.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Altruism; *Children; Elementary Secondary Education; *Helping Relationship; Higher Education; Incentives; Individual Differences; *Perception; Rewards
IDENTIFIERS- *Anonymity

This study examined whether children view anonymity or non-anonymity in helping as reflecting a greater degree of kindness on the part of the helper. The subjects of the study were 165 kindergarten to college students, primarily white and middle class. Five story pairs containing contrasting helper attributions were presented to the subjects. Three story pairs contrasted intentional vs. accidental, spontaneous vs. solicited, and freely-given vs. bribed helping; two story pairs contrasted anonymity vs. non-anonymity in the case of a recipient and of a peer. Younger children were individually read the story pairs and older children and college students were presented the pairs in booklets. Following the story, all subjects were questioned about which character in the story they thought was kinder. The question about why they felt the selected character was kinder was answered by the younger children in response to all five pairs, and by the older children and college students in response to the two pairs involving anonymous attributions. Results revealed that the view that anonymous helping is kinder than non-anonymous helping appears to be acquired quite late by most children. The justifications for the greater kindness of non-anonymous helping are discussed. Future research is suggested that can investigate differences in justifications in relation to other proposed individual differences in motivations for helping. (BAC)

ED 391 610 RC 020 099

Ardler, Susie; And Others
We're under This Great Stress and We Need To Speak Out: Reflections on the Shoalhaven Aboriginal Education Research

important for outdoor learning as in the classroom. Third, educators interested in conducting outdoor education experiences regularly would benefit from a grounding in the history and evolution of outdoor education and its methodology. Fourth, outdoor educators should have the knowledge and skills needed to awaken in students an environmental sensitivity or appreciation. Fifth, use of a variety of teaching methods to directly involve students in exploring the world around them fosters creativity and critical thinking. Sixth, capable outdoor educators create a safe place for learning that encourages exploration and discovery and provides an open and stimulating environment. Finally, outdoor teachers need skills in assessment practices. (SV)

ED 391 625 RC 020 438

Miles, John C., Ed.; Priest, Simon, Ed.
Adventure Education.
PUB DATE- 90
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; Demonstration Programs; Educational History; *Educational Philosophy; Elementary Secondary Education; Environmental Education; *Experiential Learning; Higher Education; *Individual Development; Leadership; *Program Administration; Program Descriptions; Program Development; Risk; Staff Development; Wilderness
IDENTIFIERS- *Outdoor Leadership

Adventure education seeks to promote individual growth and development through the purposeful planning and implementation of educational processes that include risk in some way. This book introduces major topics in the broad literature of adventure education by bringing together 53 writings of adventure education practitioners. The writings are organized into 10 sections: (1) model programs in adventure education; (2) a historical overview of the origins of adventure education; (3) a philosophical overview of the foundations of adventure education; (4) social psychology and the nature of the adventure experience; (5) experience as the cornerstone of learning in adventure education; (6) leadership components, training, and certification; (7) program development, administration, and evaluation (including personnel management and staff development); (8) adventure settings from wilderness to artificial environments; (9) various client populations (ethnic minorities, schoolchildren, juvenile delinquents, college students, older adults, women, corporate teams, and tourists); and (10) the role of adventure education in environmental consciousness raising and the future of adventure education. Contains references in most chapters. (SV)

ED 391 626 RC 020 439

VanSciver, James H.; Bhaerman, Robert
Integrating Education, Health, and Social Services: A New Role for Delaware's Schools?
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Education Majors; Elementary Education; Higher Education; *Sciences; Scientific Concepts; *Teacher Attitudes

Elementary education majors (n=22) in a science methods course at a small liberal arts college in the U.S. Midwest were asked to write a paper about science in their own lives. Based upon their writings, the students were categorized according to the five ways of knowing described by Belenky, Clinchy, Goldberger, and Tarule: silence, received, subjective, procedural, or constructed knowledge. The largest category was subjective knowers and was comprised of only female students. The implications for these subjective knowers involve in accessibility to formal scientific knowledge and expertise. These women were unable to connect to the science they were learning in their classsrooms and so turned to their own personal experience upon which they could depend. The large number of subjective knowers and the lack of formal scientific information as an ultimate source of knowledge seen in this study seem to indicate that many students are not making the connection between their science classes and everyday lives. (MKR)

ED 391 644 SE 056 740

Heidorn, Keith C.; Torrie, Bruce
Guide for SUNSafe Schools.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Foreign Countries; Health Education; Health Promotion; *Safety Education; *Solar Energy

As a result of the decline in the thickness of the atmospheric ozone layer, the surface of the Earth will be exposed to increased levels of solar ultraviolet B radiation. This radiation has been shown to have harmful effects for life on Earth. These include damage to plants, animals, and materials. It has also been linked to many human health impacts such as sunburn, skin cancer, eye damage, and suppression of the body's immune system. In order to protect children from the negative health effects of ultraviolet B radiation, schools must embark on a SUNSafe education program which includes: SUNSafe education including nutritional education on boosting immune function, clothing recommendations, planning and staging of school events, and facilities design. Actions which should be taken include: teaching students about the hazards of excessive exposure to the sun, planning school activities around the peak sun hours, requiring proper protective clothing when outdoors, providing shading around playgrounds and sports fields, providing temporary shading for sports tournament venues, and protecting a child's right to seek protection from the sun. (Author)

ED 391 645 SE 057 049

Holley, Dennis

October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Educational Change; Elementary Education; *Environmental Education; Interviews; *Knowledge Base for Teaching; *Partnerships in Education; *Professional Development; Questionnaires; Science Education; Student Attitudes; Teaching Skills

Partnering for Elementary Environmental Science, a professional development program developed to enhance teachers' skills and content knowledge in science education, pairs classroom teachers with resource professionals for one year of collaborative instruction. This paper reports part of the evaluation and research related to the program. Specifically it examines changes in teachers' attitudes and instructional behaviors, changes in students' attitudes toward and participation in science and schooling, and changes in the learning environment and community as a result of teachers' involvement in the program. Data was collected from participating teachers and resource professionals using questionnaires, inventories, and interviews. Results indicate that both teachers and resource professionals responded positively to environmental science and partnering and this partnership increased teachers' confidence in teaching environmental science. The effect of the program on teaching was that it became less traditional, more integrated and collaborative, had more hands-on components, had more process emphasis, and was more analytical and reflective. The program increased student enthusiasm and positive attitudes toward science and school. It was concluded that the program was effective in bringing about general change in science instruction and in accomplishing many of the goals of science education reform movements. Contains 11 references. (JRH)

ED 391 668 SE 057 624

Daly, Brian E.
A School Quality Planning and Evaluation Tool: Science, Mathematics, and Related Technologies Quality Measurement (SMARTQM).
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Educational Quality; Elementary Secondary Education; *Institutional Evaluation; Interviews; Mathematics Instruction; Observation; Science Instruction; Surveys; Technology Education

The purpose of this study was to discover the efficacy of the Science, Mathematics, and Related Technologies Quality Measurement (SMARTQM) as a measure of total school quality and to determine the usefulness of this instrument in predicting school performance through self-reported student achievement. SMARTQM is an integrated data collection and reporting system designed to determine how closely a school resembles the "ideal" school. It consists of 13 survey forms, site and classroom observation, and focus group discussions designed to obtain a complete picture of a school. Participants in the

Punch and Personality" (Conrad, Steven); (4) "Check the Answer, Please!" (Salvadori, Mario); (5) "The Logic of Error" (Akin, Ethan); (6) "Trial and Success" (Paul, Fred); (7) "Reduce, Expand, and Look for a Pattern" (Krulik, Stephen; and Rudnick, Jesse); (8) "The Pigeonhole Principle for Problem Solving" (Posamentier, Alfred; and Lee, Wei); (9) "Handling, Seeing, and Thinking Experiences in Mathematics" (Maletsky, Evan); (10) "Problem Solving as a Continuous Principle for Teaching: Suggestions and Examples" (Humenberger, Hans; and Reichel, Hans-Christian); (11) "Another View of Combinatorics (or Counting Without Really Counting)" (Moresh, Stephen); (12) "Problem Solving by the Use of Functions" (Schulz, Wolfgang); (13) "Symmetry Saves the Solution" (Singmaster, David); (14) "An Application of Congruence Transformations in Problem Solving" (Trojak, Jan); (15) "Graph Theory: Tools to Solve Mathematical Problems" (Lee, Wei); (16) "A Different Solution for Problems With Extreme Values: A Didactic Journey Into the World of Jakob Steiner's Ideas" (Kiesswetter, Karl; Stowasser, Roland; and Haapasalo, Lenni); (17) "The Problem of the Duplication of a Cube" (Kaiser, Hans); (18) "Solving Mathematical Problems Using Game Strategies" (Kauke, Marion; and Ziller, Sabine); (19) "Cooperative Learning Approaches to Mathematical Problem Solving" (Hartman, Hope); and (20) "Problem Solving and the Mathematically Gifted Student: A Psychological Perspective" (Rollett, Brigitte). Appendices include sources for problems and readings on problem solving. (JRH)

ED 391 690   SE 057 771

National Science Education Standards.
SPONS. AGENCY- Department of Education, Washington, DC.; National Aeronautics and Space Administration, Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 96
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Evaluation; National Curriculum; *Professional Development; Science Education; *Scientific Literacy
IDENTIFIERS- *National Science Education Standards; *Reform Efforts

The National Science Education Standards present a vision of a scientifically literate populace. The standards outline what students need to know, understand, and be able to do to be scientifically literate at different grade levels. They describe an educational system in which all students demonstrate high levels of performance, teachers are empowered to make the decisions essential for effective learning, interlocking communities of teachers and students are focused on learning science, and supportive educational programs and systems nurture achievement. After an introductory chapter and a chapter that outlines the overarching principles that underlie the vision of scientific literacy for all students, the National Science Education Standards are presented in six chapters. The standards for science teaching presented in Chapter 3 focus on what teachers know and do. Chapter 4, "Standards for Professional Development for Teachers of Science", focuses on how teachers develop professional knowledge and skill. The standards in Chapters 3 and 4 present a broad and deep view of science teaching that is based on the conviction that scientific inquiry is at the heart of science

ED 391 712 SO 025 767

Kent, Mary Mederios
World Population: Fundamentals of Growth. Student Chartbook.
Third Edition.
PUB DATE- 95
NOTE- 41p.; Some colored charts may not photocopy well. Third edition revised and adapted by Kimberly A. Crews and Jessica Teish.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Birth Rate; Community Size; Elementary Secondary Education; *Family Size; *Human Geography; Immigration; *Migration; Mortality Rate; Overpopulation; *Population Distribution; *Population Growth; *Population Trends; Relocation; Residential Patterns; Social Studies

This booklet is designed for K-12 students and educators to learn about world population growth factors. Data are shown through charts and graphs with brief explanations. The booklet contains: (1) "World Population Growth and Regional Distribution through History"; (2) "Population Growth through Natural Increase"; (3) "Effect of Migration on Population Growth"; (4) "Three Patterns of Population Change"; (5) "The Status of Women"; (6) "Patterns of World Urbanization"; (7) "World Health"; (8) "Study Questions"; (9) "Largest Urban Areas in the World in 1950, 1995, and 2015"; (10) "1995 World Population Data Sheet"; (11) "Data Sheet Definitions"; (12) "Data Sheet Notes"; (13) "Countries, Areas, and Densities"; (14) "Glossary of Population Terms"; and (15) "For Further Reading and Research." The information comes from data gathered by the International Programs Center, Population Division, of the U.S. Bureau of the Census; the Population Division and the Statistical Division of the United Nations; and the World Bank. (EH)

ED 391 713 SO 025 770

Jarvis, Heather
We Are What We Eat! But Who Controls Our Choice? An Active Learning Project on Food & Nutrition with Activities for Key Stages 1, 2, 3, and 4.
PUB DATE- 92
NOTE- 103p.; Some photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Health; *Eating Habits; Elementary Secondary Education; *Food; Foreign Countries; *Health; *Hunger; International Trade; *Marketing; *Nutrition; Nutrition Instruction; Physical Health; Social Studies; Supply and Demand

This activity book is designed to create awareness about all the issues attached to food supply and a healthy diet with factual information. Materials are provided for teachers to teach children about food in its entirety. The nine units include: (1) "Starting Activities: Sorting Foods and Factors Which Control Our Diet"; (2) "Food Likes and Dislikes--the Senses"; (3) "Surveys on Food and Meal Choices"; (4) "Social and Cultural Factors Affecting Food Choice, Food Fashions and Advertising"; (5) "Information Input on Healthy Eating Habits, Application of Information to Pupil Diet. Three United Kingdom (UK) Family Case Studies."; (6) "Growing Food. An Overview Case

(050),Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; *Government (Administrative Body); Higher Education; Social Studies; *State History; *Symbolism; *United States History
IDENTIFIERS- *Flags

A detailed and descriptive narrative is presented about the U.S. flag's history, development, symbolic meaning, and overall importance. Information about the U.S. seal and how it identifies what the United States stands for as a nation is given. A motto is defined as a word or phrase that expresses one's principles, religious, moral, or patriotic beliefs. Each of the fifty states has a flag, seal, and motto that signifies and describes that state's heritage. A 39-item bibliography relating to flags, seals, and mottoes concludes the guide. (JAG)

ED 391 736 SO 025 854

Cumings, Bruce
Divided Korea: United Future?
PUB DATE- Jun 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Area Studies; Asian History; Asian Studies; Current Events; Foreign Countries; Global Education; Higher Education; Korean War; *Non Western Civilization; Secondary Education; Social Sciences; Social Studies
IDENTIFIERS- *Koreans; North Korea; South Korea

Korea's recorded history extends back before the birth of Christ. Through their long history, the Koreans have endured a variety of social, political, and economical crises. Confucianism has long been one of the most popular religions by which the Korean people have lived. However, Koreans also have embraced Buddhism and Christianity while maintaining Confucian ideals. Forms of aristocracy have been part of Korea's fabric through most of its history. At the turn of the 20th century, Japan's power in Asia allowed them to control Korea as a colony. In the 1950's, following the Korean War, Korea was divided into North and South. North Korea followed a communist form of government while the South maintained a democratic, capitalistic style of government. Since the end of the Korean War, the United States has maintained a presence in South Korea for its protection against the North. However, in recent years, there have been attempts by both sides to seek reunification. A series of discussion questions and an annotated reading list conclude this volume. (JAG)

ED 391 737 SO 025 859

Seiter, David M.
Assessing the Influence of Portfolios on Higher Order Thinking Skills.
PUB DATE- May 95
NOTE- 59p.; Masters project, Weber State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Evaluation; Higher Education; *Portfolio Assessment; School Surveys; Thinking Skills
IDENTIFIERS- *Educational Research and Development Report; Utah

How the use of portfolios in the classroom will influence the

Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ancient History; Archaeology; Area Studies; Art; Art Education; *Art History; Asian History; *Chinese Culture; Elementary Secondary Education; Foreign Countries; Non Western Civilization

IDENTIFIERS- Ancestor Worship; Armor; China; *Chinese Art; Costume History; *Tomb Art

Tomb art provides an invaluable window into China's history and culture. The understanding that spirits of dead ancestors can exert power and influence over the lives of their descendants has been a central tenet of the Chinese belief system, propelling the culture into practices ensuring the provision of comfort and status to the deceased in their afterlife, as well as respectful preservation of their burial places. This packet contains materials based on a museum exhibition of tomb art from ancient Xi'an, a major center of power for most of an 1800-year period, beginning with the founding of the Zhou Dynasty in 1100 B.C. It focuses on life and death in the capital of Imperial China to the end of its classical period with the fall of the Tang Dynasty in A.D. 906. Materials include historic background of Chinese culture through the Qin, Han, and Sui, and Tang Dynasties based on archaeological tomb findings. A pronunciation guide, illustrations of tomb figures in various costumes, maps, a timeline of Chinese history, and a poster of "Chinese Warriors to Arm and Color" also are provided. The slide list introduces 20 provided slides that are featured in the "Slide Descriptions" and "Slide Script." A bibliography completes the packet. (MM)

ED 391 760 SO 025 991

Claggett, Fran; Brown, Joan

Drawing Your Own Conclusions. Graphic Strategies for Reading, Writing, and Thinking.

PUB DATE- 92

NOTE- 173p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art Activities; Childrens Literature; Diagrams; Graphs; *Illustrations; *Literary Criticism; Metaphors; Reading Processes; Reading Skills; *Reading Strategies; Secondary Education; *Symbolic Learning; *Symbols (Literary); Visual Learning; Visual Stimuli

IDENTIFIERS- Mandala; *Visual Thinking

Based on the premise that the primary ways individuals make sense of the world is through observation, analysis, imagination, and feeling, this work suggests that through the use of graphics, students can experience these functions as they interact with reading and writing activities. Graphics encourage students to read more closely, make visual connections, and respond holistically and analytically to what they read. The book is a practical guide with specific activities for engaging students through use of graphic maps and mandalas. Concepts supporting the assignments are appropriate to students at all levels. The text is organized into seven chapters in three parts. Part 1, "The Foundations of Graphic Thinking," includes chapters: (1) "The Mandala: The Word and the Symbol"; and (2) "The Graphic Map." Part 2, "Process and Product: When, Why, and How," contains chapters: (3) "Getting Started"; (4) "Graphics and the sexual health, and sexuality and culture; (4) provide a full range of confidential sexual and reproductive health services tailored for adolescents and encourage cultural messages that support sexual health and responsible sexual relationships; (5) support research on adolescent sexuality and provide funding for coordinated and integrated adolescent programs; (6) respond to the diverse sexual health needs of adolescents, including the disenfranchised, disabled, and gay and lesbian adolescents; (7) involve youth in program planning and implementation; and (8) value and respect adolescents. Additional readings and biographical sketches of the commissioners are included. (Contains 43 references.) (ND)

ED 391 780 SP 036 443

Shaw, Edward L., Jr.; And Others
The Impact of Administrators' Interest in Science Teaching upon Teachers' Perceptions of the Importance of Teaching Science.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Education; Elementary Schools; Elementary School Teachers; Middle Schools; *Principals; *Science Education; *Science Teachers; *Teacher Attitudes; Teacher Background
IDENTIFIERS- Alabama; *Teacher Principal Relationship

The purposes of this pilot study were to determine if elementary and middle school teachers and principals have similar perceptions of science education, and to compare the teachers' perceptions of science education with their perceptions of the principals' enthusiasm for the teaching of science. The study used three elementary and two middle schools in southwest Alabama. There were 90 elementary and 51 middle school teachers in the study, and 5 elementary and 2 middle school administrators. The survey consisted of questions to ascertain demographic data, the number of science/science education courses taken at the undergraduate and graduate level, and to compare teachers' perception of the importance of teaching science and administrators' views on the importance of teaching science. The findings of the study indicated that the vast majority of elementary school teachers believe that teaching science is important or very important in the curriculum. They also perceive their principals' view of science as important or very important in the curriculum. This is consistent with the principals' own perception of science, indicating that good communication exists between administrators and their faculty concerning science education. Middle school teachers view science more highly than their elementary counterparts, while their perceptions of the principals' enthusiasm for science is somewhat lower. The middle school principals viewed their enthusiasm for science as very important. Data indicated that elementary school teachers spend about 50 minutes per day in science instruction and that middle school science teachers spend approximately 25 hours per week in science instruction. (ND)

ED 391 781 SP 036 445

Overall findings suggested that many teachers are out of the decision making loop, to the detriment of their students. (NAV)

ED 391 797 SP 036 469

Jones, Dorothy A.; And Others
Twin Tandem Science Initiative: A Celebration of Diversity.
PUB DATE- Feb 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Elementary School Science; Faculty Development; *Inservice Teacher Education; Middle Schools; Pretests Posttests; *Science Course Improvement Projects; *Science Instruction; *Student Evaluation; Teacher Attitudes; Teacher Effectiveness; Teacher Improvement; *Teacher Workshops
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program; Indiana

This Dwight D. Eisenhower Mathematics and Science Education inservice project in northwest Indiana, based on a contextual constructivist perspective, sought to enhance science learning by improving science teaching in grades K-8. Elementary and middle school teachers from urban, suburban, and rural public and parochial schools attended a summer workshop in which they engaged in activity-based science learning; participated in exercises in cooperative planning, science concept enrichment, process skills development, and relevant computer applications; and discussed options for interdisciplinary science learning. After school began, the teachers attended assessment training workshops during which they developed pre- and post-test instruments for evaluating student science learning. Lesson plans developed during the summer workshop were implemented during the school year, and assessment instruments were submitted, including journals, data record sheets, notebook entries, charting and graphing, laboratory techniques and reports, written tests and concept mapping, observations and oral exchange, and drawings and art projects. Nearly all teacher reported improved student attitudes and science learning among the 1,772 project students. Project results underscore the value of teacher-prepared multiple assessment measures for equitable and realistic evaluation of science learning. (NAV)

ED 391 798 SP 036 470

Talbot, Gilles L.
Self-Regulated Learning, Effort Awareness and Management in College Students: Are They Aware of How They Act on Learning Tasks and Their Learning Skills?
PUB DATE- Jan 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; *Academic Achievement; *Cognitive Style; *College Students; Foreign Countries; Formative Evaluation; Higher Education; *Learning Strategies; Peer Counseling; *Self Concept; Student Attitudes; Student Motivation; Study Skills; Workshops
IDENTIFIERS- Attributional Feedback; Champlain Saint Lawrence College PQ; Developmentally Appropriate Programs; Developmental

IDENTIFIERS- System of Interactive Guidance and Info Plus;
*System of Interactive Guidance and Information

Beginning in the 1960s the interactive capabilities of computers were recognized as providing unprecedented opportunities for the development of computerized career guidance systems. Such systems offered individualized assistance in career decision making to large numbers of people at low cost. Recognizing that each user may present a unique combination of needs, experiences, circumstances, values, interests, skills, styles, and perceptions, a developer can enable a well-planned system to respond appropriately to individual differences. A system can store, retrieve, and manipulate vast amounts of information, putting great resources at the fingertips of each user, and it can bring many personal, occupational, and educational variables together, combining them in distinctive ways for each client. These capabilities do not ensure that the substance of any system will be of high quality. Much of a system's worth depends on its conceptual framework, the strength of its theory and rationale, and the coherence of its functions and structures. The "black box" of theory underlying every system should be opened up and exposed to the light of scrutiny and evaluation. Examples from the principles, research, model, and structures for the System of Interactive Guidance and Information (SIGI) and SIGI PLUS are used to illustrate the links between theory and practice. (Contains 21 references.) (Author/SLD)

ED 391 818 TM 024 245

Smith, Ralph J.
Accelerating Literacy Program: The First Year 1993-94.
PUB DATE- Dec 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Acceleration (Education); Elementary School Students; *Elementary School Teachers; Evaluation Methods; Grade 1; Grants; *Inservice Teacher Education; Intervention; *Literacy Education; Primary Education; Program Evaluation; Reading Achievement; *Reading Instruction; *Standards; Whole Language Approach
IDENTIFIERS- *Austin Independent School District TX; Reading Recovery Projects

The 1993-94 school year was the first year of the Accelerating Literacy Program (ALP) of the Austin (Texas) Independent School District. The ALP used a grant from the Texas Education Agency to train elementary educators in the methods of a short-term reading intervention program based on the Reading Recovery/Whole Language theory. A group of 367 first-grade students who were identified as low-achieving was selected to participate in the 4-week program of accelerated instruction on 13 elementary campuses. Across the whole program, students increased their reading skills 0.47 levels (on a 4-point scale) on a 26-item developmental checklist, with the difference between preprogram and postprogram means found to be statistically significant. This checklist was used when no common standard of comparison was available; the lack of a common standard made evaluating program success difficult. Levels of student attendance varied greatly, as did levels of parent involvement. Plans were made for continuation of the program in the 1994-95 school year, with recommendations for improvement centered on establishing a common standard for judging achievement and additional staff training and student

NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advocacy; Data Analysis; Databases; *Data Collection; Evaluation Utilization; *Information Utilization; Intervention; Legislation; Program Development; Program Implementation; Resources; *Statistical Data; *Youth Programs
IDENTIFIERS- *Indiana

This guide presents an introduction to the basics about data collection and discusses the uses of data in daily work. The emphasis is on youth programs in Indiana, but the information is useful for programs in other states. Ways in which program planners and advocacy activists can use data are described, and local, state, and national resources for data use are listed. The word "data" means a collection of things known or assumed, whether information that describes or information from which conclusions can be inferred. A glossary of terms that program planners and advocates can use is presented. Using data for program planning, design, development, and evaluation is described; and using data for advocacy is explored relative to education, intervention, and legislation. Information resources are listed in the following categories: (1) recent Indiana statistical publications (34 publications); (2) recent national statistical publications (17 publications); (3) national clearinghouses and sources of data (29 clearinghouses and sources); (4) data sources about Indiana (14 sources and organizations); and (5) 10 electronic databases and resources. (SLD)

ED 391 839 TM 024 645

Mathews, Jerry G.; And Others
Predictors of Public School Accreditation in Mississippi: Analysis of the School Report Card.
PUB DATE- Apr 95
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Accreditation (Institutions); Elementary Secondary Education; *Evaluation Methods; Outcomes of Education; *Prediction; Profiles; *Report Cards; *School Districts
IDENTIFIERS- *Educational Indicators; *Mississippi

The Mississippi Report Card (MRC) is used by the State Department of Education as a public school accountability tool. The MRC describes and characterizes school district performance and links the performance indicator profile to the accreditation level for each school district in the state. This study provided a descriptive profile of each of the state's 149 school districts for each assigned accreditation level based on indicator variables in the 1993 MRC and also determined the relationship between indicator variables and the student outcome measures. The difference between the accreditation levels computed using the MRC indicator variables and the accreditation levels assigned by the State Department of Education was studied. It was determined that about 25% of

New York, and, in 1989, there were more than 6,000 Haitian-Creole-speaking students in the city's public schools. A number of European immigrants, notably Soviet Jewish refugees, are among the limited English speaking students the city's schools serve. There are also significant numbers of language-minority students from the Middle East. The number of New Yorkers for whom English is not the primary language is expected to grow over the next decade, and some projections indicate that by the year 2000, over half the city's population will have been born outside the United States. The city must plan for a linguistically diverse population. (Contains 2 tables, 43 figures, and 39 references.) (SLD)

ED 391 859 UD 030 801

Stevens, Doug; Keller, Amy
Project VIP. Violence Is Preventable. Level 1.
PUB DATE- 95
NOTE- 33p.; For related documents, see UD 030 802-803.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Elementary Education; *Elementary School Students; Emotional Response; Interpersonal Communication; *Prevention; *Problem Solving; *Violence; Workbooks; *Youth Programs
IDENTIFIERS- Choice Behavior

Project VIP (Violence Is Preventable) is a comprehensive research-based program designed to help children and young adults make smart choices about violence. It emphasizes the use of student-centered approaches to help develop strategies for conflict resolution and for avoiding violence. The student book is a workbook with a number of activities; the "Leader's Guide" provides resources the teacher or leader can use to implement the project effectively. Level 1, aimed at students aged 8 to 12 years, introduces violence and its causes and effects. Students learn conflict resolution strategies and practice them in age-appropriate activities. Awareness of media coverage of violence is included. The "Leader's Guide" contains a letter introducing the program to parents, support for the student book, and a reproducible certificate of achievement for program completers. (SLD)

ED 391 860 UD 030 802

Stevens, Doug; Keller, Amy
Project VIP. Violence Is Preventable. Level 2.
PUB DATE- 95
NOTE- 32p.; For related documents, see UD 030 801-802.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; *Elementary School Students; Emotional Response; Intermediate Grades; Interpersonal Communication; Junior High Schools; *Junior High School Students; Middle Schools; *Prevention; Problem Solving; *Violence; Workbooks; *Youth Programs
IDENTIFIERS- Choice Behavior; Middle School Students

Programs; Higher Education; High Schools; *Low Income; Middle Schools; Private Schools; Public Schools; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Direct Lending; Elementary Secondary Education Act Title I; Loan Forbearance; *Loan Forgiveness; Perkins Loan Program

This directory contains a list of public and other nonprofit private elementary and secondary schools designated as having a high concentration of students from low-income families and thus qualifying as teaching sites for teachers with Federal Perkins Loans and National Direct Student Loans who may be eligible to have their payments canceled or postponed while they teach in such schools. These are schools in which more than 30 percent of students qualify as low-income under Title I of the Elementary and Secondary Education Act funding formula. The Directory lists those schools in which a borrower may have a portion of his or her loan payments postponed and canceled if the borrower teaches full-time for a complete academic year in a selected elementary or secondary school during the 1995-96 school year. The Directory opens with a list of 1995-96 state designees with their addresses and telephone numbers. The bulk of the document is made up of lists of eligible schools and their grade levels organized alphabetically by state. (JB)

ED 391 449 HE 028 900

Cherry, Conrad
Hurrying toward Zion: Universities, Divinity Schools, and American Protestantism.
PUB DATE- 95
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Church Related Colleges; Cultural Pluralism; *Educational History; *Higher Education; *Protestants; Religion; Religious Education; Social Change; Specialization; *Theological Education
IDENTIFIERS- Boston University MA; Drew University NJ; Duke University NC; Emory University GA; Harvard University MA; Methodist Church; Perkins School of Theology TX; Professionalization; Southern Methodist University TX; Theology; Union Theological Seminary NY; University of Chicago IL; University of South Carolina; University of Southern California; Vanderbilt University TN; Yale University CT

This historical analysis of American Protestant university-related divinity schools from the 1880s to the present focuses on powerful social and cultural ideas that decisively influenced American education in general and Protestant theological education in particular. The study argues that, in the service of ideas of specialization, professionalization, social reform, and pluralism, leaders of divinity schools willingly embraced and perpetuated the forces of change, joining the purposes of their institutions with those of the American university. The book draws most of its data from the records of 11 institutions--five non- or interdenominational divinity schools (the University of Chicago, Harvard University, Vanderbilt University, Yale University, and Union Theological Seminary)--and 6 Methodist schools (Boston University School of Theology, Candler School of Theology at Emory University, Claremont School of Theology, Drew Theological School, Duke Divinity School, and Perkins School of curriculum. (Contains 23 references.) (BEW)

ED 391 466 IR 017 614

Hayden, Michael A.
The Structure and Correlates of Technological Efficacy.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Qualitative Research; Research Needs; Research Reports; Science and Society; *Technological Literacy
IDENTIFIERS- Instructional Variables; Technology Utilization

Technological efficacy is the knowledge, ability, and desire to create, select, apply, monitor, evaluate, communicate, and otherwise bring to fruition desired technology in a given context. This document is a qualitative synthesis of research related to technological efficacy, including exploration of its definition, psychometric properties of instruments, and studies of structures and correlates. Didactic, descriptive, and causal-comparative research efforts are summarized. Variables correlated to technological efficacy include: (1) affective factors; (2) gender; (3) age; (4) teaching method and curricula, and (5) other exposure to technology, like media consumption, work experience, hobbies, family environment, and college major. Recommendations for future research involve studying all demographic groups, employing case studies, building empirical models and standardized instruments, and investigating technological efficacy curriculum. (Contains 15 references.) (BEW)

ED 391 467 IR 017 615

Richards, Irving; And Others
A Study of Computer-Modem Students: A Call for Action.
PUB DATE- Apr 95
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; College Students; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Electronic Mail; Higher Education; Modems; *Student Attitudes; Student Surveys
IDENTIFIERS- *Instructional Format; Listservs; *Teleclasses

Offering participation in courses via modem can benefit both colleges, which are often coping with downsizing or insufficient classroom space, and students, who may face prohibitive work schedules, a need to remain at home, physical handicaps, or incarceration. This study assembles demographic information on higher education students who participate in computer/modem instruction: their age range, gender, employment status, part-time or full-time enrollment status, and final grades achieved compared to "traditional" students. The inquiries also provided a forum for these distance education students to express reasons why they chose to take a course via modem, disadvantages they might feel in the lack of face-to-face interaction with the instructor, or suggestions they might offer for instructional improvements. A survey was sent to 217

ED 391 485 IR 017 638

Schiffman, Carole B.
Visually Translating Educational Materials for Ethnic Populations.
PUB DATE- 95
NOTE- 13p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains figures which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Comprehension; Concept Formation; *Cultural Differences; Cultural Relevance; *Ethnic Groups; Illiteracy; *Instructional Materials; Minority Groups; Misconceptions; Older Adults; *Printed Materials; Social Behavior; *Visual Aids; *Visual Literacy
IDENTIFIERS- *Design Research; Health Hazards; Legibility; Multicultural Materials

Growing populations of older adults, ethnic minorities, and the low-literate create unique concerns for the design of visual information. Those for whom text presents a barrier will respond most to legibility, use of familiar formats and symbols, and simplification. Guidelines for those processes are needed, and this paper, in particular, identifies principles for designing and evaluating visual components of educational materials for ethnic populations in the United States. Educational print materials for ethnic populations on food safety were solicited from over 50 organizations. Guidelines that emerged from that study include, but are not limited to: (1) use pastels and very true-to-life skin tones when possible; (2) avoid using randomly decorative symbols; (3) be aware that symbols like the skull and crossbones, which Americans consider universally recognizable, sometimes fail to communicate to other cultures; (4) use appealing typestyles; (5) reflect cultural norms in the design, like including a wedding ring on the finger of a pregnant Hispanic woman; (7) be alert to cultural differences in gestures and facial expressions; (8) stick to everyday situations when attempting to depict lifestyles; (9) keep silhouettes to a minimum, since they may suggest concealment or evil; and (10) arrange the message in logical sequence and proportional scale. (Contains 17 figures and 49 references.) (BEW)

ED 391 486 IR 017 639

Smith, Sylvia; And Others
The 3-D View of Authentic Assessment.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

nonprint media are still an isolated phenomena in schools. The workshop encouraged teachers to work towards integrating forms of media literacy into their teaching and covered analysis of codes and conventions, personal experience, cultural and ideological meanings, and commercial overtones and economic strategies. A table depicts the teachers' ratings on media practice in the classroom. (Contains 12 references.) (AEF)

ED 391 501 IR 017 654

Couch, Richard A.
Challenging Popular Media's Control by Teaching Critical Viewing.
PUB DATE- 95
NOTE- 7p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Children; *Critical Viewing; Headlines; *Mass Media Effects; News Media; Press Opinion; *Television Viewing; *Visual Literacy

The purpose of this paper is to express the importance of visual/media literacy and the teaching of critical television viewing. An awareness of the properties and characteristics of television--including camera angles and placement, editing, and emotionally involving subject matter--aids viewers in the critical viewing process. The knowledge of how television works can be used to help teachers, parents, and students understand the potential of media to manipulate. Parents and teachers can support critical viewing by asking children to control their viewing time, analyze what they see and hear, and share their judgements with other children and adults. Bias in newspapers and television news can be detected through selection and omission of details; headlines; photos, captions and camera angles; use of names and titles; and choice of words. (AEF)

ED 391 502 IR 017 655

McCullough, John; Couch, Richard A.
Digital Chisel: A Visual Multimedia Authoring Tool.
PUB DATE- 95
NOTE- 6p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Assisted Instruction; Computer Graphics; Educational Technology; Individualized Instruction; *Multimedia Materials; *Screen Design (Computers); Teaching Methods; *Tutoring; Visual Learning

Digital Chisel is a user-friendly multimedia authoring tool for helping students and teachers to tutor/teach the computer. It can be used as a visual presentation tool, as a tool to provide individualized instruction and as a tool to help students learn using a variety of visual and auditory modes. Interactive presentations can be designed without any knowledge of

IDENTIFIERS- Graphic Organizers

This paper discusses research findings regarding vocabulary instruction and reading comprehension and suggests methods to develop vocabulary using visual aids. As indicated by the research, vocabulary instruction is necessary and can lead to improved comprehension; there also appears to be a strong need to relate concrete visual experiences to vocabulary development, providing active, meaningful, and repeated word use. Visual methods for developing vocabulary that involve students actively taking part in their reading vocabulary development include using: interactive video; student illustration of vocabulary; computer software packages designed to develop reading skills; activities that involve visual perception; and graphic organizers, including story maps, collaborative rehearsal of new vocabulary, and student-made flash cards. The use of visuals, combined with cooperative learning groups, provides an effective environment for the development of vocabulary and reading comprehension. (Contains 14 references.) (AEF)

ED 391 520 IR 017 673

Moriarty, Sandra E.
Mapping the Visual Communication Field.
PUB DATE- 95
NOTE- 9p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliometrics; *Citation Analysis; *Classification; Cluster Grouping; Intellectual Disciplines; *Literature Reviews; Scholarly Journals
IDENTIFIERS- *Visual Communication

This paper discusses visual communication theory. After an examination of the literature, this study built a more extensive bibliography of visual communication in general--theory, research, teaching--as well as a taxonomy that was better grounded. A 95-page bibliography was developed for works from a number of scholarly journals dealing with visual communication. Approximately 1,617 entries were organized into 13 major categories and 90 subcategories that represented the focal point of the work; a number of sources were also cross-referenced. The original 15 most popular (written about) areas and the 15 most popular cross-referenced areas were combined to provide a picture of the areas which are receiving the most attention in the literature. One observation that could be made was that at the top of the combined list was dominated by foundation theoretical areas from psychology (memory, cognition/information processing, and perception) as well as visual communication (mental imagery and visual/verbal interaction). Three of the professional areas also ranked in the top 10 with photography at number 2 and advertising and television/video at numbers 6 and 7. Only one education topic area appeared in the top 10: development/children's studies. The list demonstrates that visual communication has its own areas of theory and scholarly attention and that this literature base is nearly as extensive as the psychology base. The original, cross-referenced, and combined classification lists are included, in addition to the top 10 areas of focus.

(150)
DESCRIPTORS- *Comparative Analysis; Higher Education; Libraries; Library Planning; Library Services; Measurement Objectives; Organizational Objectives; *Qualitative Research; Standards; *Strategic Planning; *Total Quality Management
IDENTIFIERS- *Benchmarking; Categorical Data; Continuous Improvement; Measurement Problems; *Output Measurements; Process Improvement

One problem with the outcome-based measures used in higher education is that they measure quantity but not quality. Benchmarking, or the use of some external standard of quality to measure tasks, processes, and outputs, is partially solving that difficulty. Benchmarking allows for the establishment of a systematic process to indicate if outputs are of quality, and even for organizations to develop their own definitions of "quality." It is typically used in strategic planning, in forecasting the organization's future, and in improving processes within the organization. Internal benchmarking compares similar activities performed by different departments in the same organization. Functional benchmarking compares one organization's processes to those of another organization deemed the leader in that same area. Generic benchmarking involves examining the best practices in areas that cross industry lines, like document processing or building maintenance. Finally, competitive benchmarking is looking at one's own performance in an area and comparing it to a competitor's. Usually it is services or products that are benchmarked, but internal work processes and support functions can also be measured this way. In the actual measuring process, pre-benchmarking means deciding what to measure and how, benchmarking involves gathering data and measuring outputs, and post-benchmarking includes analyzing the data and formulating future goals. The review/renew phase leads back to the beginning of the process as goals are reset. Sources of institutional data available for comparison, as well as sources offering guidance on the benchmarking process itself, are listed. (Author/BEW)

ED 391 539 IR 055 817

Lubans, John; Gordon, Heather
From Quick Start Teams to Home Teams: The Duke TQM Experience.
PUB DATE- 95
NOTE- 9p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811. The illustrations mentioned in the paper are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; Library Planning; *Management Teams; *Organizational Change; Organizational Objectives; Participative Decision Making; Qualitative Research; *Quality Circles; Research Libraries; Staff Development; *Total Quality Management; Vertical Organization
IDENTIFIERS- Continuous Improvement; *Duke University NC

This paper describes the Duke University Libraries' transition in early 1994 from its traditional hierarchical model to an organization emphasizing Total Quality Management (TQM) concepts such as self-managing teams and continuous

(141)
DESCRIPTORS- *Career Development; Community Colleges; *Educational Improvement; *Education Work Relationship; Employment Opportunities; *Employment Potential; *Outcomes of Education; *Partnerships in Education; Program Effectiveness; Relevance (Education); School Business Relationship; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- Huertas Junior College PR

The Industry-Academia Partnership Pilot Project (IAPPP) was undertaken by Huertas Junior College (HJC), in Caguas, Puerto Rico, to improve advanced technical education, enhance the competitive capabilities of the region, and reduce the region's unemployment rate. The project consisted of three basic components: professional growth opportunities for faculty; curriculum development through job-specific educational experiences for all program students; and program improvement through a job orientation and work experiences or internships. In all three components, staff from participating industries acted as consultants to faculty and as mentors to students. All students enrolled in IAPPP were minority students, 84% were from rural towns, and 99% came from families with incomes below the federal poverty level. The program was implemented in three stages, the first of which was implemented in the first 3 months of the project and consisted of coordinating professors' visits to industries to establish initial contacts. The second stage, implemented in the next 4 months, was dedicated to strengthening industry ties and scheduling students' visits. The final stage, lasting 4 more months, involved student internships. The program, which achieved a 100% retention rate, increased the employment outlook of participating students by 81%. Of the 23 participating students in the electronics program, 4 students were employed by the companies they had gained experience in, and 3 of the 9 students in the Computer Drafting program were employed by companies in which they practiced. (MAB)

ED 391 557   JC 960 113

How To Make Transfer Work: Recommendations from the Literature. Georgia Department of Technical and Adult Education Briefing Paper, Number 4, Spring 1994.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); *College Planning; College Transfer Students; Community Colleges; Curriculum Development; Educational Mobility; Educational Strategies; *Institutional Cooperation; *Partnerships in Education; Program Improvement; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Georgia

In recent years, an emphasis has been placed on making the transfer process more effective and ensuring that all students are able to complete a Bachelor's degree. The Transfer Education Commission of the National Center for Academic Achievement and Transfer (NCAAT), for example, has issued an agenda that identifies academic practices and policy decisions that should be addressed in articulation efforts between two and four-year institutions to improve transfer success. The NCAAT agenda consists of the following nine key points: (1) establish a firm institutional commitment to transfer; (2) enrich the connection between teaching and transfer; (3)

Environment; Foreign Countries; Intercultural Communication;
  Mothers; Parent Attitudes; *Preschool Children
IDENTIFIERS- Belgium; China; Finland; Germany; Hong Kong; *IEA
  Preprimary Project; International Assn Evaluation Educ
  Achievement; Italy; Nigeria; Out of Home Care; Portugal; Spain;
  Thailand; United States

This report presents Phase 1 of the International Association for the Evaluation of Educational Achievement (IEA) 3-phase Preprimary Project being conducted in 11 to 15 countries. The project spans the years 1987 through 1997. The Preprimary Project has been designed to be conducted in three interrelated phases: Phase 1, a household survey in each participating nation to determine the types of early care and education services used by families, some characteristics of these families, and daily-life patterns of 4-year-olds; Phase 2, an in-depth study of sample settings identified in Phase 1 to determine quality of care and education in various settings, to examine interactive and structural features of these settings, and to explore program and family factors on developmental status in 4-year-olds; Phase 3, follow-up studies of development and progress in Phase 1 children at age 7. Initially, Phase 1 documented what 11 nations' official government policies have been historically toward early childhood services. They are: Belgium, The People's Republic of China, Finland, Germany, Hong Kong, Italy, Nigeria, Portugal, Spain, Thailand, and the United States. Notably, over 60% of all children surveyed spend at least some time in extraparental care or education settings. Ten major findings resulted from the Phase 1 inquiries: (1) the trend from parent care to out-of-home care or education for preschoolers is linked to the movement of women into the paid workforce; (2) the trend toward extraparental care or education is not likely to be reversed; (3) most of the children receiving extraparental care or education do so in only one such setting; (4) these children spend from 17 to 55 hours per week in extraparental settings; (5) parents electing to keep their children at home did so for parent-related reasons; (6) most out-of-home care or education services are sponsored by government or religious groups; (7) few such settings or services offered comprehensive service; (8) without exception and irrespective of stage of economic development, in each country it was the mothers who took primary responsibility for preschooler's care and supervision; (9) nonfamilial caregivers spend a widely varying amount of time daily with these children and, in some of the countries, preschoolers are left alone for extended periods; (10) the majority of children spend most of the time at home or in an organized care center. Commentary papers contain references. (ET)

ED 391 575 PS 023 588

Prohm, Bethany; And Others
Safe Schools Program 1994-1995. Eye on Evaluation. E&R Report No.
  96E.01.
PUB DATE- Aug 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Change Strategies; Educational Change; Educational
  Improvement; Educational Innovation; Educational Needs;
  Elementary Secondary Education; Police School Relationship;
  Prevention; Program Effectiveness; *School Safety; *School

Schools: Multiple Challenges and Demands" (Brent A. McBride and Jaesook Lee); (5) "Reconceptualizing Theory through Practice: Insights from a First-Grade Teacher and Second-Language Theorists" (Celia Genishi and others); (6) "Infant Day Care Research: Limitations and Possibilities" (Robin L. Leavitt); (7) "Studying Children's Social Play through a Child Cultural Approach: Roles, Rules, and Shared Knowledge" (Alice M. Meckley); (8) "The Social Context and Young Children's Spatial Representations: Recreating the World with Blocks, Drawings, and Models" (Susan L. Golbeck); (9) "Images of Teaching: Prospective Early Childhood Teachers' Constructions of the Teaching-Learning Process of Young Children" (Andrew J. Stremmel and others); (10) "Teacher-Child Discourse in the Early Childhood Classroom: A Dialogic Model of Self-Regulation and Moral Development" (Cary A. Buzzelli); and (11) "Applications of Vygotskian Theory to Early Childhood Education: Moving toward a New Teaching-Learning Paradigm" (Nancy File). Each chapter contains references. (TJQ)

ED 391 593 PS 023 898

Richardson, John
Achieving Gender Equality in Families: The Role of Males. Innocenti Global Seminar Summary Report (Kingston, Jamaica, May 8-18, 1995).
PUB DATE- Oct 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; Child Rearing; Child Welfare; Elementary Secondary Education; Employed Parents; *Fathers; Feminism; Foreign Countries; Global Approach; Mass Media Role; Mothers; *Parent Role; *Sex Fairness; *Sex Role; Television
IDENTIFIERS- *UNICEF

This report summarizes the proceedings of UNICEF's Global Innocenti Seminar on "Achieving Gender Equality in Families: The Role of Males." The seminar examined how, as more women become economic providers for families, the role of males in families needs to develop new dimensions so that they can contribute to improved health and education of children, to making women's roles more equitable, and to increasing stability of families. Seminar topics included the following: (1) "Introduction: The Importance of Men in Achieving Gender Equality in Families," stressing the inadequacy of an exclusive focus on women; (2) "The Ongoing Struggle to Define Gender Equality," pointing out historical reasons that gender policy has focused on women; (3) "Gender Roles: How Do They Affect the Child?"; (4) "Social Change and the Loss of the Traditional Family"; (5) "The 'New Man': Male Caretakers and Gender Equality"; (6) "Family Life Cycles: Family, School and Adolescence"; (7) "The Media as Socializer of Gender Roles," detailing the pervasive and demeaning nature of the media; (8) "The Challenge of Programming for Gender Equality: How To Involve Males"; (9) "What Can UNICEF and Others Do?"; and (10) "Recommendations," including suggestions to focus more analysis on the roles of males, developing a life cycle approach for boys as well as girls, and adapting existing policy on gender. A writeup "Incorporating the Role of Fathers in the Situation Analysis: Cape Verde," sample workplans, and a five-item suggested reading list are included in the Appendices. (BGC)

Project.
PUB DATE- Dec 93
NOTE- 23p.; Paper presented at the World Indigenous People's Conference: Education (Wollongong, New South Wales, Australia, December 11-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Community Control; Community Involvement; Cultural Influences; Educationally Disadvantaged; Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Indigenous Personnel; *Indigenous Populations; Participative Decision Making; *Participatory Research; *Rural Education; *School Community Relationship; *Self Determination; Teacher Aides
IDENTIFIERS- *Australia (New South Wales); Empowerment; Koori People

This paper describes the development of a research project in 1993 to address concerns and issues related to education of Aboriginal students in the Shoalhaven area of New South Wales, Australia. Specifically, the purpose of the project was to examine the relationships between Aboriginal communities, students, and their schools, and important outcomes related to employment, unemployment, and further education and training. The research team included Aboriginal education assistants (AEAs) from the participating schools, a local Aboriginal community representative, and representatives of the Koori Centre at Sydney University. Historically, indigenous people have been subjected to a range of research methodologies that have been unacceptable, inappropriate, and offensive. In contrast, this project emphasized the development of culturally appropriate approaches, based on participatory action research, that could be conducted by Aboriginal communities. As well as providing profile information and participating in interviews, each school was invited to develop and implement an action research plan based on their current priorities or concerns in the area of Aboriginal education. This paper includes reflections of research team members and addresses implications for education and research related to government and bureaucratic control and indigenous self-determination, domination by nonindigenous people, community-based decision making and representation, constraints and difficulties faced by AEAs, student concerns about educational relevance, and participatory and collaborative action-oriented research. (LP)

ED 391 611 RC 020 359

Datt, Gaurav; Ravallion, Martin
Income Gains for the Poor from Public Works Employment: Evidence from Two Indian Villages. Living Standards Measurement Study Working Paper No. 100.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment; Foreign Countries; *Income; *Participant Characteristics; *Poverty Programs; *Rural Areas; *Time Management
IDENTIFIERS- *India (Maharashtra); Public Works; *Workfare

"Workfare" schemes that offer poor participants unskilled jobs at low wages have become a popular alternative to cash or in-kind

DESCRIPTORS- Advocacy; *Community Services; Cooperative Programs; Delivery Systems; Elementary Secondary Education; Health Services; Institutional Cooperation; *Integrated Services; Planning; *Rural Schools; School Community Relationship; *School Role; *Shared Facilities; Social Services
IDENTIFIERS- *Delaware; Networking; *Rural Assistance Councils

This paper reports on recommendations resulting from a 1994 conference conducted by the Delaware Rural Assistance Council on "Designing Rural Schools as Community Learning and Service Centers." Specifically, the purpose of the conference was to develop information, insights, and plans that would help the staffs of educational, health, and social service agencies make decisions leading to better coordination of rural community services. Participants included administrators, teachers, counselors, nurses, support staff, and school board members from rural school districts in Delaware and representatives of community health and social services agencies. A number of key concepts and recommendations were generated, dealing with identifying stakeholders involved in the process of designing rural schools as community learning and service centers; identifying the essential needs of children, youth, and families; developing initial action plans; and exploring ways in which existing county interagency councils can work more closely with schools. Twenty-five recommendations directed toward the Delaware RAC, school districts, and community service agencies cover advocacy, networking, and planning strategies for integrating services in rural school districts. (LP)

ED 391 627 RC 020 440

Haig-Brown, Celia
Taking Control: Power and Contradiction in First Nations Adult Education.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 95
NOTE- 304p.; Published by UBC Press, University of British Columbia, Vancouver.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; *American Indian Education; *Canada Natives; *Culturally Relevant Education; Educational Environment; Ethnography; Foreign Countries; Interviews; *Politics of Education; Power Structure; *Self Determination; Student Attitudes; Teacher Attitudes; Tribally Controlled Education
IDENTIFIERS- *Native Education Centre BC; Researcher Subject Relationship

This book is a critical ethnography of the Native Education Centre (NEC) in Vancouver, British Columbia. It presents an intimate view of the center, focusing on the people that work there--First Nations students, board members, teachers--and revealing their beliefs about First Nations control of education and how they put those beliefs into practice. Fieldwork was conducted at NEC during the 1988-89 school year, at which time over 400 adult students were enrolled in 11 programs ranging from basic literacy to "skills training." The chapters of the book are structured to lead through the various processes of research involvement, thereby replicating the temporal and spatial bases of development of the researcher's understandings. Following a tour of the NEC building and its surroundings, Part 1 provides a framework of concepts related

Animals Alive! An Ecological Guide to Animal Activities.
PUB DATE- 15 Jun 94
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biological Sciences; *Ecology; Elementary Secondary Education; *Environmental Education; *Inquiry; Science Activities; Science Experiments; Science Projects

Animals Alive! is designed to help teachers develop an inquiry-oriented program for studying the animal kingdom in which, whenever possible, live animals are collected locally, studied, observed, and then released completely unharmed back into their natural habitats. By careful selection and modification of the chapter questions, activities, and challenges in this book, teachers can plan, write, and conduct live-animal activities that can be adapted to a wide range of ages and learning abilities. The sequence and content of this book are adaptable to most commercial textbook series and could be used to supplement existing texts and laboratory materials. Topics include: lower invertebrates including sponges, cnidarians, and flatworms; upper invertebrates including segmented worms, mollusks, and arthropods; lower vertebrates including fish, amphibians, and reptiles; and upper vertebrates including birds and mammals. Six appendices include: a guide to classification, commercial suppliers of live animals, wildlife and natural resource authorities, state departments of education, state departments of health, and additional resources. (JRH)

ED 391 646 SE 057 140

Scaling-Up Mathematics Science and Technology Education Reform: Strategies from the National Science Foundation's Statewide Systemic Initiatives.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; Curriculum; Educational Change; *Mathematics Education; Professional Development; *Science Education; State Programs; Teacher Education; *Technology Education
IDENTIFIERS- National Science Foundation; *Reform Efforts

The National Science Foundation (NSF), in collaboration with 24 states and one territory, is engaged in a multi-year effort to improve the quality of mathematics, science, and technology education for all students in a systemic way. The goal of the Statewide Systemic Initiatives (SSI) is to develop broad strategies for coordinating or aligning state-level initiatives and policies in curriculum, assessment, teacher education, professional development, and other key components of educational change. In order to assist other states seeking to implement system-wide reform, this report provides a brief glimpse of some of the SSI strategies that are positively changing teaching and learning in mathematics, science, and technology education. The strategies included are in the following areas: addressing the needs of policy makers, enriching cooperation and collaboration among educators, and process include teachers, administrators, non-teaching staff, school-based councils, parents, students, previous students, and community members. A total of 17 schools participated in the pilot testing of the SMARTQM of which 15 were sufficiently complete for inclusion in the study. Schools were selected to fill slots in a sampling matrix. Schools were surveyed, visited by an evaluation team, and school community personnel participated in focus groups. The evaluation team independently scored the school on the SMARTQM characteristics. Appendices contain sample cover letter and surveys, site visit observation forms, and focus group questionnaire and procedures. (Author/MKR)

ED 391 669 SE 057 625

Bibliography of Assessment Alternatives: Science. Innovative Assessment. Fall 1995 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 75p.; For the 1994 edition, see ED 386 470.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Science Education; Science Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

This document contains the Northwest Regional Educational Laboratory's Test Center alternative assessment holdings for science which covers all grade levels. Alternative refers to holdings or topics other than standardized, norm-referenced tests. Included are 129 annotated state, classroom, national, and international assessments. Items are coded by type, purpose, grade level, content, type of task, skills assessed, and assessed, and type of scoring. (MKR)

ED 391 670 SE 057 636

Shann, Mary H.
Current Interdisciplinary Science Research in the High School Classroom. Final Evaluation Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Simulation; Evaluation; Geometry; *Hands on Science; Higher Education; High Schools; Inquiry; Interdisciplinary Approach; Science Activities; Science Education; *Science Experiments; Science Process Skills; *Secondary School Science

This is the final evaluation report of the On Growth and Form (OGAF): Learning Concepts of Probability and Fractals by Doing Science project that aimed at engaging high school students in hands-on science activities, experiments, and computer simulations that use probability and fractal geometry to model ragged structures in the real world. Formative evaluation techniques were employed which included content inspection of program materials by experts, pilot tests with small numbers of students, and field tests with larger numbers of students and teachers. Other data collection techniques included formal interviews with project participants, informal conversations and science learning. The science education assessment standards are presented in Chapter 5 as criteria for judging the quality of assessment practices and apply equally to classroom-based and externally designed assessments and to formative and summative assessments. The content standards, organized by K-4, 5-8, and 9-12 grade levels, are found in Chapter 6. These standards provide expectations for the development of student understanding and ability over the course of K-12 education. Content is defined to include inquiry; the traditional subject areas of physical, life, and earth and space sciences; connections between science and technology; science in personal and social perspectives; and the history and nature of science. Chapter 7 contains the program standards which provide criteria for judging the quality of school and district science programs. The system standards in Chapter 8 consist of criteria for judging the performance of components of the science education system beyond the school and district: the people and entities, including education professionals and the broader community that supports the schools. Throughout the Standards, examples have been supplied that are based on actual practice and include a brief description of some of its features and a list of the standards that might be highlighted by the example. (JRH)

ED 391 691 SE 057 818

Wagner, Michael L.; Radway, Rob
Corn Makes A World of Difference: Teachers Guide and Related Activity Program.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Agricultural Occupations; Elementary Secondary Education; Evaluation; *Grains (Food); *Integrated Curriculum; Science Activities; Science Careers
IDENTIFIERS- Corn Production

This teachers guide was designed to accompany the educational video entitled "Corn Makes a World of Difference." It highlights the importance of agriculture and its related industries. This guide contains a section on curriculum integration that includes language, math, science, environment, health, geography, and career education. The activities presented contain pre-test and post-test evaluation tools and reproducible student activity sheets. A resource guide for further information is also included. (JRH)

ED 391 692 SE 057 838

Yulaelawati, Ella
New Ways of Science Teaching: The Active and Professional Support Project.
PUB DATE- 28 Sep 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Strategies; Elementary Education; Foreign Countries; *Professional Development; Science Curriculum; *Science Instruction; Science

Study--Sudan"; (7) "Interdependence, Multi-National Companies, Distribution and Preservation of Food--Overseas Case Study: Negros, The Philippines"; (8) "Food, Diet and Money. UK Case Studies--Irish Potato Famine, 1847."; and (9) "War and Food Supply--Food Rationing in the UK in WW2." Teacher's notes are at the beginning of each unit with worksheets for each unit. (EH)

ED 391 714 SO 025 785

Eichelberger, Barbara; Larson, Connie
Constructions for Children: Projects in Design Technology.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Construction (Process); Diagrams; Elementary Education; *Engineering Technology; Force; Gravity (Physics); Hydraulics; *Kinetics; Mechanics (Physics); Models; Power Technology; Science Education; Scientific Concepts; *Technology Education; Toys
IDENTIFIERS- *Design Technology; Machines; *Model Building; Model Cars; Model Rocketry; Pneumatics

This book helps children develop the capability and confidence to design, construct, and evaluate working models. Projects in this book are suitable for students in grades K-4, but may be adapted for older students. Step-by-step explanations for each project are meant as guidelines and completion of the project is not limited to a single correct solution. Following the "Introduction," 20 design projects are given. These are: (1) "Gravity-Powered Vehicle"; (2) "Gravity-Powered, Inserted-Axle Vehicle"; (3) "Rubber Band-Powered, Inserted-Axle Vehicle"; (4) "Rubber Band-Powered Airplane"; (5) "Rubber Band-Powered Submarine"; (6) "Rubber Band-Powered Paddle Boat"; (7) "Rubber Band-Powered Rocket"; (8) "Pneumatic-Powered Airplane"; (9) "Pneumatic-Powered Boat"; (10) "Dump Truck with a Pneumatic Lift"; (11) "Pneumatic Pop-Up Toy"; (12) "Hydraulic-Powered Plant"; (13) "Clock with Gears"; (14) "Movable Santa: A Pulling Force"; (15) "Levered Kangaroo: A Compelling Force"; (16) "Hopping Kangaroo with a Drive Mechanism"; (17) "Marionette Ant"; (18) "Marionette Crocodile"; (19) "Marionette Robot"; and (20) "Bridge." The book contains a list of professional references. (MM)

ED 391 715 SO 025 786

Cohen, Luanne Seymour
Quilt Design Masters.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Art Education; Diagrams; Elementary Secondary Education; *Geometric Constructions; Geometry; *Patternmaking; Symmetry
IDENTIFIERS- *Quilting

Quilters have been practicing geometric principles for centuries.

higher order thinking skills is the main focus of this project. The introduction of portfolios as assessment tools is rather new to educational research, but does offer a legitimate area for serious study. Portfolios when used by students can offer them not only a way to showcase their talents, but also allow them to reflect on past achievement to compare any improvement. Reflective thinking should be a main result students acquire in this process so that they may understand themselves along with how and what they learn. A literature review and a survey of 32 teachers was conducted for the purpose of developing the rationale. This particular study went into two different schools in Utah and different disciplines in order to gather data. Layton High had the control group while the experimental group that used self-reflection was at Northridge High. The portfolio programs implemented were modified to fit properly in the specified classroom so that accurate results could be obtained. Based on the acquired results, it was determined that portfolios did not have much effect in increasing higher thinking skills, but did show positive findings. The utilization of portfolios in the classroom is too new to teachers as a tool to better the overall education of students. The study concludes that when more teachers understand the portfolio program and what it can offer, then more will take serious steps in experimenting with it. Contains 7 references, 16 tables, 3 appendices containing teaching units, and the survey instrument. (JAG)

ED 391 738 SO 025 860

Washington, Shirley
Outstanding Women Members of Congress.
PUB DATE- Apr 95
NOTE- 79p.; Foreword by Margaret Chase Smith. Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Females; Government (Administrative Body); Higher Education; *Legislators; Secondary Education; Social Studies; *United States History; *Women Administrators; Womens Studies
IDENTIFIERS- *Congress; Womens History

Women's participation in congressional politics began in 1917 when Jeannette Pickering Rankin became the first woman in Congress. This was an unusual historic mark because women did not have the right to vote until 1920 when the 19th Amendment was passed. The book lists 12 prominent women who made an impact in U.S. politics. Corrine Boggs, like several other women legislators, took office due to the death of her husband. Corrine Boggs had always been involved in her husband's campaign and when she took his place, she continued to represent the citizens of her state well. Shirley Chisholm became the first African American to be elected to Congress and was very active in pursuing social equality programs. Helen Douglas was once an actress who used her popularity to become a successful legislator most noted for the "Market Basket" which had to do with price controls. Millicent Fenwick, an outspoken middle-of-the road politician, made a name for herself in Congress. Congresswoman Geraldine Ferraro became the Democratic nominee for Vice President in 1984. Ella Grasso, from Connecticut, was the first woman governor who also served as a congresswoman. Margaret Heckler was an attorney who utilized her legal skills to become a hard working congresswoman. Texan, Barbara Jordan, another African American, worked on the

Study of Literature"; and (5) "Extended Applications." Part 3, "Analysis and Synthesis: Character, Style, and Concept," includes (6) "Literary Character Graphics"; and (7) "Making Connections." The book concludes with an afterword, "Balancing the Curriculum." (MM)

ED 391 761 SO 025 992

The Powers of the Feminine. Sacred Images of India and Southeast Asia. Teacher's Packet.
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art; Art Education; *Art History; Elementary Secondary Education; *Females; Foreign Countries; Non Western Civilization; Painting (Visual Arts); *Religion Studies; Sculpture; Visual Arts
IDENTIFIERS- Asia (Southeast); Buddhist Art; Fertility Cults; Goddess (Concept); Hindu Art; India; Indian Art; Religious Art; *Southeast Asian Art

Sacred women have been portrayed throughout the history of India and Southeast Asia. Some were depicted as consorts to the Hindu gods and regarded as the necessary force that activates male energy. Other images arose out of local fertility cults and represented uncontrolled feminine energy that could be terrifying in aspect. The calmer Buddhist female was first seen as a participant in the life of the Buddha and then as goddess or consort to Buddhas and Bodhisattvas. The diversity of sculptures of females in the Asian Art Museum collection reveal regional preferences in goddess worship and in the ways women have been depicted. This packet provides resources for presenting these images. It includes the booklet, "Women Auspicious and Divine Images of Southeast Asia and India," which discusses regional cult images, Hindu goddesses, and Buddhist representations. The "Slide List" and "Slide Descriptions" introduce the 20 provided slides. The packet includes maps of India and Southeast Asia; a time line; line-drawn goddess figure illustrations; "Symbols or Attributes of the Gods"; "Symbolism of Some of the Weapons of the Goddess" with written descriptions; and a "Mandna Floor Painting" classroom activity. A "Vocabulary List" and "Bibliography" complete the packet. (MM)

ED 391 762 SO 025 993

Franza, August
You and the Mass Media.
PUB DATE- 89
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Critical Thinking; Critical Viewing; Elementary Secondary Education; Films; *Inferences; *Mass Media; Propaganda; Radio; Social Studies; Television; *Visual Literacy

Queitzsch, Mary; Hahn, Karen
Great Expectations: Preparing Rural Teachers for Educational Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Career Planning; College School Cooperation; Educational Change; *Educational Environment; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Models; *Preservice Teacher Education; *Rural Education; *Rural Schools; School Community Relationship; Standards; Student Teacher Supervisors; Teacher Exchange Programs; Teacher Supervision

This report describes issues relating to rural teacher preparation and inservice opportunities. Among these issues are: the need to prepare teachers for the rural education experience; the characteristics of success to be developed by teachers in rural settings; programs and strategies to engender those characteristics; and the considerable obstacles to be overcome by those whose mission is teacher preparation. The report begins by exploring the number and nature of rural schools in the U. S. Northwest and how recent educational reform initiatives have affected these schools. The role of the rural teacher in carrying out reform initiatives is then discussed, particularly in light of expectations held for teacher performance. Next, how teacher preparation programs develop educators for these expectations is examined. Finally, an ideal rural teacher development program is conceptualized to emphasize the need for additional support for training rural teachers to acquire the skills and knowledge they need to engage in ongoing school improvement. Recommendations are given in the areas of technology, exchange teachers and professors, university/school partnership, preservice preparation of rural teachers, inservice and professional development for rural teachers, career ladders, community/school partnerships, teaching contracts, and local student-teacher supervisors. "Model Standards for Beginning Teacher Licensing and Development, Interstate New Teacher Assessment and Support Consortium (INTASC)" is appended. (Contains 72 references.) (ND)

ED 391 782 SP 036 447

Fasko, Daniel, Jr.
Critical Thinking and Moral Reasoning: Can You Have One without the Other?
PUB DATE- Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Creative Thinking; *Critical Thinking; *Curriculum Design; Elementary Secondary Education; Ethics; Higher Education; Literature Reviews; *Moral Development; *Thinking Skills
IDENTIFIERS- *Moral Education; *Moral Reasoning

Theory; Quebec; *Self Awareness

With a view to understanding developmental education, this project studied 100 college students at Champlain-Saint Lawrence College (Quebec) to measure their motivations and perceptions of ability and to see how different types of students responded to assistance. Students with a learning orientation (LO), who viewed ability as derived principally from effort, were aware of their attitudes and behaviors. Goal oriented (GO) students, who saw ability as based on innate capacity rather than the result of effort, were aware that they tended to be deficient in the same variables as learning oriented students. Helping students achieve academically through peer counselors, workshops, ungraded formative feedback, and re-attributional training to "work smarter not harder" were not equally helpful to both types of students. LO students tended to make use of these resources and were motivated to examine and reflect on the learning tasks and their learning skills. GO students were less interested in examining their strategies and skills for learning. By mid-term, LO and GO students remained stable, and students' perceptions of their learning skills had not changed. GO students, unlike LO students, had not made the necessary adjustments between demands from learning tasks and modifying learning strategies. Helping empower students, especially the GOs to engage in purposeful effort, as opposed to false or avoidance effort, may require teachers to do two things: first, to re-examine the manner of assigning and justifying academic tasks; and second, to find ways of dealing with students who do not make realistic efforts to accomplish reasonably difficult tasks. Contains 23 references, 7 tables, and a study instrument and student worksheet. (JB)

ED 391 799 SP 036 471

Rasmussen, Jack L.
Restructuring Teacher Education: Preparing for Diverse Populations.
PUB DATE- Oct 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Training; Early Childhood Education; Elementary Secondary Education; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Minority Group Teachers; Models; Multicultural Education; *Preservice Teacher Education; Reflective Teaching; Student Recruitment; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Teacher Collaboration; *Weber State University UT

A teacher education conceptual model, Teachers Reflecting, Engaging, and Collaborating (TREC), is presented that guides an innovative teacher education program's goals, processes, outcomes, and evaluation. The model, which presents the teacher as a reflective practitioner, is not an instructional sequence model, but rather a conceptual model that identifies the priorities which permeate the program and serve as a unifying structure for the three TREC components (reflecting, engaging, and collaborating). The program maximizes the integration of courses, field experiences, and supplemental knowledge and skills acquired through coursework and interaction with school district professionals for elementary, early childhood, and secondary undergraduate student teachers; it is based on five retention efforts. (Contains 1 summary table, 5 figures, and 3 references.) (SLD)

ED 391 819   TM 024 246

Turner, Jeannine
A River Runs through It: Austin Youth River Watch Final Report 1993-94.
PUB DATE- Dec 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; High Risk Students; High Schools; *High School Students; *Minority Groups; Student Attitudes; Supplementary Education; Training; Tutorial Programs; *Tutoring; Urban Schools; Urban Youth; *Water Resources; Water Treatment; Youth Programs
IDENTIFIERS- Austin Independent School District TX; *Austin Youth River Watch Program TX

The City of Austin (Texas) provided funds for a supplementary educational activity to involve at-risk minority high school students in water quality issues. The program attempts to provide an interesting and authentic activity that also develops academic skills. Principal activities were testing river water for pollutants and the tutoring of at-risk students by their student mentors. In addition to the 9 1992-93 student trainees who continued in the program, the 1993-94 Youth River Watch Program recruited and trained 37 minority, at-risk students in river water monitoring. As a group, participants achieved higher grade point averages than the mean for all Austin high school students. All participants agreed that they would encourage others to participate, and all planned to continue participation. In addition, the water quality database for the Colorado River and its tributaries was improved. Recommendations were made for program continuation and continued student recruitment and training. (Contains 1 summary table, 10 figures, and 4 references.) (SLD)

ED 391 820   TM 024 254

Staffing Data in the Public Library Statistics Program: Definitions, Internal Consistency, and Comparisons to Secondary Sources. Technical Report.
PUB DATE- Aug 95
NOTE- 70p.; Carroll Kindel, NCES Project Officer.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Comparative Analysis; Databases; *Data Collection; *Definitions; *Evaluation Methods; Financial Support; *Library Personnel; Library Policy; Library Services; Library Statistics; *Public Libraries; *Reliability; Resources
IDENTIFIERS- *Internal Consistency; Public Library Statistics Program; Staffing Patterns

This is the fourth in a series of reports evaluating the Public Library Statistics (PLS) program, an annual census of public libraries in the United States. The census includes, in addition to a full count of public libraries and their outlets, a variety of statistics about the services provided by and, the financial condition and the staffing levels of public libraries. This report contains the results of an evaluation of the definitions and internal consistency of the staffing school districts placed into accreditation levels 1, 2, and 3 by the state were placed differently according to the MRC variables. It was also apparent that the MRC, in its present format, does not discriminate well when assigning school districts into accreditation levels. Only 6 of 37 indicator variables were significant discriminating variables for placing districts into accreditation levels. Recommendations are made for improvement of the MRC and accreditation placement. (Contains 15 tables and 19 references.) (SLD)

ED 391 840 TM 024 646

Schonwetter, Dieter J.
Academic Success in College: An Empirical Investigation of Gender Differences by Test Anxiety Interaction.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Behavior; Cognitive Ability; Correlation; Foreign Countries; Higher Education; Interaction; Learning; Outcomes of Education; *Sex Differences; Student Attitudes; *Teaching Methods; *Test Anxiety; *Undergraduate Students
IDENTIFIERS- Canada

This paper examines the effects of gender and test anxiety on students' achievement, cognition, and affects, with an interest in exploring why some students are less likely to benefit from classroom instruction than others. The data came from a western Canadian university study of 424 undergraduate students. Correlational and univariate statistics were used to examine the relationships among variables. Results indicated that gender and test anxiety differentially influenced student learning and learning-related outcomes. Low test anxious males showed higher achievement outcomes, perceived more success over their performances, and felt more confident than high test-anxious males or females. The results extend previous research and are discussed in terms of their practical applications for college teaching. (Contains 4 figures, 3 tables, and 43 references.) (Author/SLD)

ED 391 841 TM 024 651

Oathout, Margaret J.
College Students' Theory of Learning Introductory Statistics: Phase One.
PUB DATE- 27 Mar 95
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Algorithms; College Faculty; *College Students; *Educational Theories; Higher Education; *Instructional Effectiveness; Intervention; Interviews; Learning; *Statistics; *Student Attitudes; Student Characteristics; *Teaching Methods
IDENTIFIERS- *Grounded Theory

Project VIP (Violence Is Preventable) is a comprehensive research-based program designed to help children and young adults make smart choices about violence. It emphasizes the use of student-centered approaches to help develop strategies for conflict resolution and for avoiding violence. The student book is a workbook with a number of activities; the "Leader's Guide" provides resources the teacher or leader can use to implement the project effectively. Level 2 helps students, aged 11 to 14 years, work cooperatively and independently to role-play authentic situations and solve problems that can lead to violence. The age-appropriate activities focus on the middle-school years and include a section on violence in the news. The "Leader's Guide" provides the resources the teacher or leader needs to conduct workbook activities with the students. A letter explaining the program to parents is included, as is a reproducible certificate of program completion. (SLD)

ED 391 861 UD 030 803

Stevens, Doug; Keller, Amy
Project VIP. Violence Is Preventable. Level 3.
PUB DATE- 95
NOTE- 33p.; For related documents, see UD 030 801-802.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Involvement; *Conflict Resolution; Emotional Response; High Schools; *High School Students; Interpersonal Communication; *Prevention; *Problem Solving; Program Development; *Violence; Workbooks; *Youth Programs
IDENTIFIERS- Choice Behavior

Project VIP (Violence Is Preventable) is a comprehensive research-based program designed to help children and young adults make smart choices about violence. It emphasizes the use of student-centered approaches to help develop strategies for conflict resolution and for avoiding violence. The student book is a workbook with a number of activities; the "Leader's Guide" provides resources the teacher or leader can use to implement the project effectively. Level 3, designed for students aged 14 to 18 years, helps students analyze patterns in school and community violence and become proactive by planning and implementing a school- or community-based violence prevention program. The "Leader's Guide" contains resources to help the adult leader or teacher implement the age-appropriate activities for teens. A letter is enclosed to introduce the program to parents, and a certificate of completion is included. (SLD)

ED 391 862 UD 030 804

The Gun Violence Prevention Act of 1994: Public Health and Child Safety. Hearing on S. 1882, A Bill To Amend Title 18, United States Code, To Promote the Safe Use of Guns and To Reduce Gun Violence before the Subcommittee on the Constitution of the Committee on the Judiciary. United States Senate, One Hundred Third Congress, Second Session (March 23, 1994).
PUB DATE- 95
NOTE- 131p.; Serial No. J-103-47.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Theology at Southern Methodist University. In Part 1 three chapters address specialization. In Part 2 two chapters look at professionalization. In Part 3 three chapters examine formation and reform. In Part 4 two chapters look at pluralism. The final chapter looks at the ambiguities of this higher education heritage. Includes an index. (Contains 830 references.) (JB)

ED 391 450 HE 028 901

DeNeef, A. Leigh, Ed.; Goodwin, Craufurd D., Ed.
The Academic's Handbook. Second Edition.
PUB DATE- 95
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Academic Advising; Academic Freedom; *Beginning Teachers; *College Faculty; College Instruction; College Students; Departments; Discussion (Teaching Technique); Educational Trends; Electronic Publishing; Faculty Publishing; Females; Financial Support; Fund Raising; Governance; Higher Education; Institutional Characteristics; *Job Satisfaction; Job Search Methods; Job Skills; Labor Market; Lecture Method; Minority Group Teachers; Politics of Education; Publish or Perish Issue; Research; Research Projects; Selective Admission; Sexual Harassment; Teacher Salaries; Tenure; Women Faculty; Work Environment
IDENTIFIERS- *Academic Community; Academic Misconduct; Academic Professions

This book's 29 chapters by various authors are designed to provide immediately useful advice for college and university teachers concerning current higher education issues, employment, teaching and advising, funding research, publishing research, and academic communities and administrations. The chapters are: "A Taxonomy of Colleges and Universities" (Robert F. Gleckner); "Small Is...Different" (Samuel Schuman); "The Morality of Teaching" (Stanley M. Hauerwas); "Women in Academia" (Emily Toth); "Minority Faculty in Mainstream White Academia" (Nellie Y. McKay); "On Being a Political Animal in the Academic Zoo" (Peter Burian); "Fads and Fashions on Campus: Interdisciplinarity and Internationalization" (Craufurd D. Goodwin); "Free Speech and Academic Freedom" (Ronald R. Butters); "Anticipating and Avoiding Misperceptions of Harassment" (Judith S. White); "The Responsible Conduct of Academic Research" (P. Aarne Vesilind); "On Getting a Job" (Henry M. Wilbur); "The Job Market: An Overview" (Sudhir Shetty); "The Tenure System" (Matthew W. Finkin); "Some Tips on Getting Tenure" (Craufurd D. Goodwin); "Academic Salaries, Benefits, and Taxes" (A. Leigh DeNeef); "The Nuts and Bolts of Running a Lecture Course" (Norman L. Christensen); "Why I Teach by Discussion" (Anne Firor Scott); "The Classroom Climate: Chilly for Women?" (Bernice R. Sandler); "New Faculty Members and Advising" (Elizabeth Studley Nathans); "The Problems of Special Admission Undergraduates" (Ronald R. Butters and Christopher B. Kennedy); "Securing Funding from Federal Sources" (Judith K. Argon); "New Academics and the Quest for Private Funds" (Fred E. Crossland); "On Writing Scholarly Articles" (Louis J. Budd); "Publishing in Science" (Boyd R. Strain); "The Scholar and the Art of Publishing" (Richard C. Rowson); "Effects of the Networked Environment on Publishing and Scholarship" (Jerry D. Campbell); "University Governance computer/modem students and 263 students enrolled in traditional on-campus versions of the same classes. Ten randomly selected computer/modem students were also interviewed. Findings in this case indicated that the typical computer/modem student was part-time (64%), female (71%), older than the traditional student (26-35 years old), white (76%), and employed full-time (49%). Traditional students tended to be younger and unemployed. More computer/modem students (63%) achieved a grade of B or better than traditional students (27%). Large groups of respondents (54%) saw no difference in the difficulty of computer/modem classes versus traditional ones and 56% claimed not to miss the social aspects of classroom interaction. In addition, 79% of respondents felt their basic educational needs were met by the format. Most cited the convenience and self-paced nature of the format as assets, and online time limitations and delays in instructor feedback as chief barriers to success. The prevailing suggestion for improvement was to offer classes in more subject areas. Questions used in both the survey and the interviews are provided along with summaries of comments. Six figures illustrate the data. (Contains 74 references.) (BEW)

ED 391 468 IR 017 616

Shlechter, Theodore M.; And Others
Multimethod-Multisource Approach for Assessing High-Technology Training Systems.
PUB DATE- 19 Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Educational Technology; *Evaluation Methods; Improvement Programs; *Institutes (Training Programs); Instructional Effectiveness; *Military Training; Professional Training; *Research Methodology; Skill Development
IDENTIFIERS- *Army National Guard; *Multiple Data Gathering Methods

This investigation examined the value of using a multimethod-multisource approach to assess high-technology training systems. The research strategy was utilized to provide empirical information on the instructional effectiveness of the Reserve Component Virtual Training Program (RCVTP), which was developed to improve the training of Army National Guard units. Data was collected from nine units; 14 RCVTP instructors completed standard rating forms regarding the performance of 38 armored force units and 280 training participants completed Likert-scale items regarding their training experience. Data from the different methods indicated that the units further developed their collective tactical skills across the training period. The use of multiple methods and sources was found to provide a better understanding of the RCVTP's effectiveness than could be provided by any single method and source. In addition, this research strategy is a viable approach to evaluating a high-technology based training system in a non-controlled context without the possibility of obtaining either baseline or transfer measures of performance. (Contains 36 references.) (Author/AEF)

ED 391 469 IR 017 617

(055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Critical Viewing; Cultural Awareness; Data Analysis; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Formative Evaluation; *Measurement Objectives; Models; Outcomes of Education; Visual Literacy
IDENTIFIERS- *Authentic Assessment; Goal Clarity

As the general public demands to know what and how students are learning, schools face some unprecedented issues of accountability regarding student performance. In order to acquire data which is accurate and useful, teachers are turning to more formative assessment methods. These methods convey the ideas that assessment should engage students in applying "real world" knowledge and skills, and should differ from the traditional one-shot, timed, multiple choice approaches. The three-dimensional view of this type of assessment considers the questions of what is to be assessed, how it is to be measured, and how the data is to be interpreted. In the first dimension, a teacher must decide if he is trying to describe the extent of competence or to diagnose strengths and weaknesses of unique learners. The second dimension involves determining appropriate learning outcomes. Filtering and decoding of verbal and non-verbal messages is the focus of the third dimension. To be successful in this model teachers must become skilled critical viewers, or interpreters of visual messages; they must be: alert to possibilities of goal attainment, unbiased and culturally aware, and visually literate. (Contains 19 references.) (BEW)

ED 391 487 IR 017 640

Kies, Cosette
Cover Art, Consumerism, and YA Young Adult Reading Choices.
PUB DATE- 95
NOTE- 7p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains photographs which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Commercial Art; Consumer Economics; Literary Genres; *Marketing; *Publishing Industry; *Trend Analysis; *Visual Arts
IDENTIFIERS- Accuracy; *Book Jackets; Gothic; Horror Fiction; Mysteries (Literature)

Cover art has long been used as a marketing device for books, particularly with books aimed at young adults (YAs) aged 12 to 18. An examination of some of the teen thrillers published by novelist Lois Duncan since the 1970s yields several discoveries about changes in cover art that come with various editions. Many covers have been resigned to capitalize on the current teenage taste for blood, gore, and nasty stuff even if the cover implies more terror than actually exists in the story. Current covers also sometimes are devoid of people, so that clothes and hairstyles do not become dated quickly. The conventional wisdom of previous decades was to show adolescents on covers to foster personal identification with the characters. Another trend is to populate cover art with girls or couples regardless of content, in view of the fact that more girls purchase books than boys. Differences are compounded even programming or scripting; the presentations, called projects, consist of a collection of screens, which contain a combination of text, graphics, sounds, animations, and movies. The projects are designed so that clicking on objects on the screen performs a variety of Digital Chisel events; every object in a project can perform 1 or as many as 24 separate actions. Text can be typed or text files can be imported from any word processing program. Graphics may be imported or created using the drawing and painting tools. Sounds can be used from sound-clip files or recorded directly; movies can be imported from video-clip files. All these multimedia objects can be stored in a media file called a library. In addition to presentations, screens can be designed to be visual, interactive quizzes or test questions; the quiz screens have the ability to record users' responses into a database and to calculate the percentage of correct answers. Four figures illustrate the discussion. (AEF)

ED 391 503   IR 017 656

Dake, Dennis M.; Roberts, Brian
The Visual Analysis of Visual Metaphor.
PUB DATE- 95
NOTE- 13p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains illustrations and photographs which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Freehand Drawing; *Games; *Metaphors; *Visual Learning; Workshops
IDENTIFIERS- *Bisociation; Physiognomic Perception; *Visual Communication

This paper presents an approach to understanding visual metaphor which uses metaphoric analysis and comprehension by graphic and pictorial means. The perceptible qualities of shape, line, form, color, and texture, that make up the visual structure characteristic of any particular shape, configuration, or scene, are called physiognomic properties; the mixing of these properties in different categorical matrixes is called bisociation. Combined, physiognomic perception and boundary breaking, through bisociation, form the basis for visual metaphoric communication. Sixteen adults (13 female and 3 male) participated in a workshop which focused on playing a visual game, "Bisociative Pictionary," based on the current commercial game, "Pictionary." A self-portrait pencil drawing was selected as the visual metaphor for analysis. Participants were divided into teams and encouraged to find as many bisociations as possible within a 30-minute game period; only graphic, drawn responses were allowed for communication. A bisociation could only be confirmed when another member of a team guessed the name of the object or activity being drawn; successful matches were totaled at the conclusion of the game. Participants then analyzed the drawn responses for categorical patterns. Participants discovered three of the artist's six predetermined levels of meaning. The patterns of visual matches indicated that such a purely visual game can help individuals discover multiple levels of shared visual meaning. Selected participant drawings are shown, matched to the levels of meaning predetermined by the artist. Forty-seven photographs, drawings, and charts illustrate the discussion. (Contains 16 references.)

(Contains 22 references.) (AEF)

ED 391 521 IR 017 674

Gommel, Jacqueline
Wayfinding: You Are Here/You Are There.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Building Plans; Cognitive Mapping; *Design Requirements; *Environment; Facilities; *Interior Design; Maps; *Orientation; *Visual Aids
IDENTIFIERS- Visual Communication; *Wayfinding

This paper, a summary of a document created for a Master of Arts degree in Interior Design at Northern Illinois University, Dekalb, Illinois, discusses research on "wayfinding" and the need for designers and planners to recognize its importance in order to provide more user-friendly environments. Orientation is the first step in successful wayfinding. Through images, names and meanings, the concept of a sense of place can be grasped. Cognitive mapping is the process that enables individuals to mentally organize or comprehend stimuli; cognitive maps are formed by information from the environment which is obtained from the five senses. Research in urban planning, environmental psychology, sociology, architecture, interior design, and environmental graphic design has proven that wayfinding is not only a complex process, but a critical design issue involving several disciplines. Designers must be able to communicate different types of information to different types of users. Elements of an effective wayfinding system include: (1) spaces that are visually distinctive; (2) points of reference; (3) a building layout that is easy to understand and remember; (4) memorable landmarks; (5) signs, symbols, directories, and maps; (5) staff who are well-trained in giving instructions. A description of the presentation of the one-person show done to fulfill requirements of the Master of Arts degree concludes the paper. (Contains 21 references.) (AEF)

ED 391 522 IR 017 675

Pettersson, Rune
The Learning Helix.
PUB DATE- 95
NOTE- 14p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; Audience Response; *Cognitive Processes; *Information Processing; *Learning Processes; Long Term Memory; Models; Short Term Memory; *Visual Perception; Visual Stimuli

This paper discusses a mental model of learning based on the processes of attention, perception, processing, and application. The learning process starts with attention, such as curiosity, excitement, expectation, or fear; in pedagogy improvement. Existing conditions at the libraries that played a role in the decision to switch included: (1) rising costs of library materials leading to less purchasing and more temporary access; (2) the arrival of networked information; (3) a truncation of time and workspace; (4) fiscal distress at other universities; (5) diminishing library share as a percentage of the overall university budget; and (6) expectation among non-MLS support staff for a career ladder in library service. The participatory approach had been getting results in technical services since the late-1980s, but it had yet to be implemented on a wider scale. Library administrators developed and made public a "Library 2000 initiative" to create a more flexible, holistic, and customer-based approach to library services. Three pilot project teams, or "quick start" teams, were assembled to define and investigate three problem areas. At the end of 3 months, the Implementation Planning Team looked at the quick start teams' work to assess the effectiveness of continuous improvement processes and of the team infrastructure. Team members were also surveyed for their comments. Then library administrators solicited proposals on organizational redesign; the 99 responses resulted in the formation of quality circles within "home teams," the new name and less hierarchical arrangement for "departments." Department heads were invited to become home team leaders. Recent team assessment has included performance criteria like inputs, processes, outputs, and outcomes as well as group-dynamics factors like inclusion, elbow room, ease of discussion, approach to conflict, support, clarity of purpose, use of skills, and leadership styles. (BEW)

ED 391 540   IR 055 818

Marcum, James W.
Performance Appraisal vs. Quality Management: Getting Past the Paradox.
PUB DATE- 95
NOTE- 10p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Data Collection; Feedback; Higher Education; *Job Performance; Library Administration; Management Teams; *Personnel Evaluation; Quality Circles; Self Motivation; Teamwork; *Total Quality Management
IDENTIFIERS- Continuous Improvement; Dante (Alighieri); Divine Comedy; Empowerment; Kaizen; Work Values

A primary goal of the quality movement, like the traditional management techniques that preceded it, is to get the most committed effort possible from the members of the organization. This document surveys the literature in order to summarize the substantial debate on how to achieve that goal, and then offers a theoretical context of strategic choices faced by academic libraries. One source of disagreement is the value of performance appraisals that are customarily practiced in many academic libraries. Many proponents of total quality management (TQM) criticize appraisals for creating more anxiety than motivation and for being too general to be productive. Other TQM experts defend performance appraisals, saying that collecting relevant data and giving workers feedback is a vital part of any management scheme, including the quality movement.

revitalize academic relationships between institutions; (4) manage transfer more effectively; (5) identify and realize transfer goals; (6) inform students fully; (7) issue a clear public call for improved transfer; (8) acknowledge the importance of financial support; and (9) establish firm expectations of transfer success. Other researchers have identified emerging national trends in transfer models, including an awareness of the value of articulation partnerships, communication and collaboration between faculty from two-year and four-year colleges, academic partnerships, and an emphasis on math and science competencies. Strategies identified in the literature for improving transfer effectiveness include creating formal articulation agreements, providing active student support services, undertaking curriculum reform to strengthen the collegiate nature of community college curricula, and encouraging faculty collaboration with the articulation process. The NCAAT agenda is appended. (TGI)

ED 391 558 JC 960 114

Holub, Jonathan D.
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Adult Literacy; *Community Colleges; Community Development; Educationally Disadvantaged; Educational Opportunities; *Educational Technology; *Illiteracy; Partnerships in Education; *Rural Development; Rural Education; Rural Schools; *School Community Relationship; Two Year Colleges
IDENTIFIERS- ERIC Digests

Rural community colleges have an important role to play in the economic development of their communities and in preparing community members for technological, economic, and societal changes. Community-based programming (CBP) is one tool utilized by colleges to become aware of local problems by collaborating with citizens, leaders, and community-based organizations and agencies to identify and seek resolutions to major issues in the community. The CBP model has been effectively employed to combat illiteracy, one of the most pervasive problems facing rural communities. Specific strategies employed by the Appalachia Regional Steering Committee to address the problem of illiteracy in its region include the following: (1) policy strategies, such as identifying and working with community leaders to become involved in community development activities; (2) dispositional strategies, including promoting equal opportunity for rural adults and establishing peer support and career planning activities; (3) situational strategies, such as lobbying for reductions in transportation and educational costs; and (4) institutional strategies, including the development of cooperative partnerships at all levels. Finally, another pressing issue facing rural communities is educational access. Rural community colleges are providing technological learning systems such as distance education programs and instructional television broadcast channels to increase educational and employment opportunities. (TGI)

Security; *Social Problems; *Violence
IDENTIFIERS- Wake County Public School System NC

This newsletter focuses on the results of Safe Schools Program activities funded by the North Carolina Center for Prevention of School Violence and the North Carolina Department of Public Instruction from January 1994 to June 1995. These activities included conflict resolution and peer mediation, coping with anger, crisis response teams, a Continuing Education Incarceration Program (for students in juvenile detention), and diversity training sessions. Additional projects included the development of three model schools to devise strategies which could be useful to schools statewide. Results of these activities and projects included: (1) increases in the number of staff trained to deal with conflicts; (2) assignment of law enforcement officers to schools in order to provide security, hold parent conferences, make classroom presentations, attend school events, and work with formerly incarcerated students as they returned to school; (3) improvement in parents' perceptions of school safety; (4) slight increase in the number of suspensions for violent acts per elementary school student; and (5) stability in the number of violent acts reported. (JW)

ED 391 576 PS 023 675

Kagan, Sharon Lynn, Ed.; And Others
Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary. 95-03.
PUB DATE- Jun 95
NOTE- 65p.; Goal 1 Technical Planning Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Educational Assessment; *Educational Improvement; *Educational Objectives; Emotional Development; Language Acquisition; Motor Development; Physical Development; *School Readiness; Social Development
IDENTIFIERS- Goal Analysis; Goals 2000; Kamii (Constance); *National Education Goals 1990; *National Education Goals Panel; Piaget (Jean)

In 1990, the National Education Goals were established by the President and the 50 state governors. Great attention has been given to Goal 1, dubbed the "readiness" goal: By the year 2000, all children in America will start school ready to learn. The Goal 1 Resource Technical Planning Groups were asked to suggest ways in which Goal 1 could be measured. The purpose of this document is to further amplify the dimensions of early learning and development used by the National Educational Goals Panel to measure progress toward Goal 1. The following five dimensions are discussed: (1) "Physical Well-Being and Motor Development"; (2) "Social and Emotional Development," serving as the foundation for relationships which give meaning to school experience; (3) "Approaches toward Learning," referring to the inclinations, dispositions, or styles that reflect ways children become involved with learning; (4) "Language Development"; and (5) "Cognition and General Knowledge." For each of the dimensions, a rationale; general definition; the relationship to individual, cultural, and contextual variation; and a summary are given. The report concludes with a discussion of underlying issues, implications, and action steps. (Contains 83 references.) (BGC)

ED 391 577 PS 023 686

ED 391 594 PS 023 900

DuCharme, Catherine C.
Early Kindergarten Periodicals in the United States (1850-1930).
PUB DATE- Jan 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Business; Early Childhood Education; Educational History; *Journalism History; *Kindergarten; Parents as Teachers; *Periodicals; Religious Education; Scholarly Journals; Serials
IDENTIFIERS- *Froebel (Friedrich)

This report provides an overview of early journals related to kindergarten. The following are the sections and topics included: (1) descriptions of journals including purpose, content, special characteristics, and analysis of interpretation of Froebelian theory; (2) discussion of influence of early kindergarten journal literature in the growth and development of kindergarten programs in the United States; and (3) current issues in early childhood education, with special emphasis on kindergarten education, including spiritual dimensions of curriculum, integration of theory and practice in teacher education, parents as teachers, and early childhood education programs as a business. The following 16 early kindergarten journals are discussed: (1) "Kindergarten Messenger"; (2) "The New Education"; (3) "The Kindergarten Messenger and The New Education"; (4) "The Kindergarten for Parents and Teachers"; (5) "The Kindergarten Magazine"; (6) "The Kindergarten Magazine: Journal of the New Education"; (7) "The Kindergarten Magazine and Pedagogical Digest"; (8) "Kindergarten-Primary Magazine"; (9) "Kindergarten Drawing School Monthly"; (10) "Kindergarten: A Monthly Paper Devoted to the Advancement of the New Education"; (11) "Kindergarten News"; (12) "Kindergarten Review"; (13) "The Kindergarten and First Grade: A Magazine of Practical Help and Suggestions for Teachers of Kindergarten and First Primary Grade"; (14) "Kindergarten and First Grade Magazine"; (15) "American Childhood"; and (16) "Childhood Education." (BBC)

ED 391 595 PS 023 902

DuCharme, Catherine C.
The Concept of the Child: 1890-1940.
PUB DATE- Dec 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behaviorism; Child Development; *Childhood Needs; *Child Psychology; *Children; *Educational History; Kindergarten; Literature Reviews; Personality; Personality Traits; Primary Education
IDENTIFIERS- Child Study Movement; Froebel (Friedrich); Historical Background; National Education Association

This paper examines how the concept of the "whole" child changed from 1890 to 1940 and how those changes affected approaches to early childhood education during that time. The literature survey is based on the content of the published proceedings of the Kindergarten Department of the National Educational Association. Examination of the literature found the following six dimensions of the whole child identified: the spiritual, handouts. Yet little is known about a key determinant of the cost effectiveness of such schemes in reducing poverty: the behavioral responses through time allocation of participants and their families. These responses affect the foregone incomes of participants and, hence, the net transfer benefits. This paper estimates how time allocation within sampled households responded to new rural employment opportunities under the "Employment Guarantee Scheme" (EGS) of the State of Maharashtra, India. Data were obtained from households surveyed over 6 years in two villages, Shirapur and Kanzara, that differed in wealth, land ownership patterns, agricultural factors, and occupational structure. Participation in the projects was affected by gender, village, and household wealth and caste. Literacy and education had little effect on EGS employment except in Kanzara, where head of household's education was significant and positive. In both villages, EGS employment was generally exogenous to time allocation, suggesting that the ideal of providing work on demand was not being met. Significant gender cross-effects in time allocation were observed, as well as displacement of different activities for different genders: unemployment for men, leisure and domestic activities for women. Overall, the projects generated sizable net income gains to participants, certainly far greater than implied by using market wages to value foregone income. Transfer benefits alone led to a reduction in poverty, of almost the same magnitude as a uniform and undistorting allocation of the same gross budget. Contains 34 references, 13 data tables, and statistical equations. (SV)

ED 391 612 RC 020 373

Mora, Pat; Berg, Charles Ramirez
The Gift of the Poinsettia = El regalo de la flor de Nochebuena.
PUB DATE- 95
NOTE- 32p.; Illustrated by Daniel Lechon.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Children; *Childrens Literature; Cultural Activities; *Fiction; Foreign Countries; *Latin American Culture; *Mexicans; Poverty; Religious Holidays; Songs
IDENTIFIERS- *Christmas; *Festivals; Mexico

This bilingual (English and Spanish) illustrated children's book relates the story of Carlos, a young boy who lives with his aunt Nina and dog Chico in the small Mexican town of San Bernardo. Nina and Carlos are poor, but their house is full of love. Carlos is excited because he is getting ready to attend the first night of "las posadas," a festival preparing for the birth of Christ. Carlos joins other children gathered in front of a house. Two boys carry a tray with small statues of Joseph and Mary riding a donkey. Carlos and the other children sing a song asking for shelter for Mary and Joseph. The door to the house opens and Carlos sees cookies, fruit punch, and candies. For the next nine nights, Carlos attends the festivities and returns home to tell Nina about the games he has played and to share the food and other gifts he has received. Every night Carlos worries about what he will offer to the Baby Jesus on Christmas Eve. He wants his gift to be special, but he and his aunt have no money. Nina tells Carlos to collect the plant that grows wild near his favorite rock and offer this as his gift. Carlos does not want to take a weed as his gift, but Nina assures him that love makes small gifts special. On Christmas Eve, Carlos stands in line before the manger holding his little to power, culture, and control, drawing particularly on Foucault; describes the conduct of the research, including how the non-Native researcher began and proceeded in her relationship with NEC participants; highlights episodes in the struggle for First Nations control of education; and outlines the history of NEC. Part 2 uses interview excerpts to convey the feelings of students and staff about NEC as a place and about the programs offered there, as well as their explicit thoughts about Indian control of Indian education, power relations, and Native values. Part 3 sums up major themes of the study, focusing on the contradictions inherent in an institution that prepares Indian students to participate in an exclusionary non-Native society while attempting to enhance their appreciation of their own cultures and heritages. Contains over 200 references, an index, and interview questions. (SV)

ED 391 628 RC 020 442

Cole, Ellen, Ed.; And Others
Wilderness Therapy for Women: The Power of Adventure.
PUB DATE- 94
NOTE- 266p.; Also published as a journal issue: Women & Therapy; v15 n3-4 1994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adventure Education; Camping; *Females; Feminism; Group Dynamics; *Individual Development; Mental Health; Personal Narratives; *Rehabilitation Programs; Risk; *Self Concept; Therapeutic Environment; Therapy; *Wilderness
IDENTIFIERS- *Adventure Therapy; *Empowerment

This anthology contains 18 chapters that deal with wilderness therapy for women and the symbolic value of wilderness accomplishments to women's mental health. Sections of the book present theoretical perspectives on wilderness therapy; describe programs providing empowerment, challenge, and therapy for general populations of women and special populations such as survivors of rape and welfare mothers; and present personal narratives about women's adventure experiences. Following an introduction (Ellen Cole, Eve Erdman, Esther D. Rothblum) and a poem "Nuestra hermana" (Anjanette Estrellas), chapters are: (1) "Wilderness Therapy: What Makes It Empowering for Women" (Irene G. Powch); (2) "Self-Control: The Key to Adventure? Towards a Model of the Adventure Experience" (Jackie Kiewa); (3) "Transforming Body Image through Women's Wilderness Experiences" (S. Copland Arnold); (4) "Ethical Considerations in Adventure Therapy: A Feminist Critique" (Denise Mitten); (5) "The Wilderness Solo: An Empowering Growth Experience for Women" (Jean Angell); (6) "Women on the Ropes: Change through Challenge" (Ba Stopha); (7) "Building Self-Efficacy through Women-Centered Ropes Course Experiences" (Linda Hart, Linda Silka); (8) "What Is the Therapeutic Value of Camping for Emotionally Disturbed Girls?" (Lynn Levitt); (9) "Equine Psychotherapy: Worth More Than Just a Horse Laugh" (Judith J. Tyler); (10) "Two Bears, Dancing: A Mid-Life Vision Quest" (Darion Gracen); (11) "Therapeutic Considerations of Wilderness Experiences for Incest and Rape Survivors" (Shirley Joseph Asher, Gayle Quick Huffaker, Marte McNally); (12) "Breaking through Barriers: Wilderness Therapy for Sexual Assault Survivors" (Deborah Levine); (13) "Women's Adventure Group: Experiential Therapy in an HMO Setting" (Margaret J. Kessell); (14) "So...What Does Rock Climbing Have To Do with Career sustaining the scale-up of reform. (JRH)

ED 391 647 SE 057 159

Curriculum Activities Guide for Natural History Exhibits, Grades K-8.
PUB DATE- Jul 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary Education; Lesson Plans; *Museums; *Nature Centers; *Plants (Botany); Science Instruction; Science Teaching Centers; Worksheets

A natural history museum is a building where animals, plants, minerals, and other things in nature are kept and exhibited for study. This document is a curriculum guide to provide a variety of activities for educators and their students to use not only when visiting the International Wildlife Museum (Tuscon, Arizona), but also with natural history museums and wildlife displays everywhere. It consists of lesson plans and activity sheets grouped by grade level. Most lesson plans contain a materials list, time requirements, structure, resources, source, skills, objectives, background, procedures, closure, and extension. (MKR)

ED 391 648 SE 057 161

Schatz, Curt
Making Fun Learning.
PUB DATE- Oct 94
NOTE- 24p.; Paper presented at the Second Coalition for Education in the Outdoors National Conference (Cortland, NY, October 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Learning Activities; *Outdoor Activities; *Recreational Programs

Outdoor recreation programs are valuable because they always permit, and always can promote interactions between participants and natural elements of the environment. Because such programs provide direct, personal experience in the outdoors, they should also seek to provide participants with a basic understanding of, and an appreciation for the interrelationships that exist in the environment and between humans and the environment. All outdoor programs, including recreational ones, should promote environmental literacy. Fun should be learning, too. Because most outdoor recreation programs are fundamentally recreational, not educational, it is unreasonable to expect them to provide for a formal program of instruction. However, while education, in at least a basic form, should be an integral part of outdoor programming, too little attention has been paid to systematically programming for education in outdoor recreation programs. By making an effort to systematically incorporate learning as an element of fun, programs can help acclimatize participants to the natural environment, provide skills for life-long leisure, and contribute to participants' sense of social and environmental responsibility. More importantly, programs can promote caring and analysis of project documents. This report includes the following sections: overview of the OGAF project, evaluation plan, description of final OGAF units, experiments to accompany OGAF units, strategies for program monitoring and evaluation, findings from initial formative evaluation, field trials in area high schools, impact on teaching and learning, effects on participating teachers, the promotion of interdisciplinary science and mathematics, effects on other participants in the development process, the model of development--lessons learned, the future of OGAF--The future of high school science, and dissemination. (JRH)

ED 391 671 SE 057 638

McLaren, Susan V.; Murdoch, Graham J.
Curriculum Developments: Teacher Education for Technological Literacy: A Scottish Perspective.
PUB DATE- 95
NOTE- 59p.; Paper presented at the Jerusalem International Science and Technology Education Conference on Technology Education for a Changing Future: Theory, Policy and Practice (Jerusalem, Israel, January, 1996). Interim questionnaire analysis page is slightly cropped.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Higher Education; *Preservice Teacher Education; *Program Evaluation; *Technology Education
IDENTIFIERS- Scotland

This paper aims to provide a reflective overview of the curriculum developments in teacher education for Scotland in the Division of Technology, Department of Maths, Science and Technology Education, University of Strathclyde. A course in technology must by its very nature be frequently updated and reviewed if it is to be considered to be pertinent and relevant. This paper aims to gauge the design and technological confidence and developing capability of students. Two cohorts have completed the first two years of the four-year degree course, B.Ed Design and Technology. As the third cohort begins, progress to date is considered. The question is asked: Does the course educate for technological literacy and provide students with the creativity to educate for technological literacy with perspective, sensitivity, creativity, and confidence? This evaluation forms the basis of the paper. Identification of the strengths and weaknesses existing in the current system will provide indications for subsequent developments of the B.Ed Design and Technology at the University of Strathclyde. Appendices include changing face of technology subjects; chronological changes in examination subjects presented by technical departments; comparison of girls and boys in technology studies, graphical communication and craft and design; and interim questionnaire analysis and school and student questionnaires. (Author)

ED 391 672 SE 057 646

Bleicher, Robert E.
Conceptual Change Based on Laboratory Experience.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April, 1995).
LANGUAGE- English

Process Skills; Scientific Methodology; Teacher Improvement
IDENTIFIERS- Australia; Indonesia; Reform Efforts

Indonesian primary school children are taught to memorize science facts and learn only routine skills. School science lessons focus on low-order thinking as required on the frequent district formative tests and a national year six examination. Because of this emphasis on testing, students show little interest in asking questions about everyday scientific observations. The Ministry of Education and Culture, concerned about this trend, initiated a teacher professional development project to try to change teachers' and educators' behavior in the teaching and learning process in order to raise the level of student understanding. This initiative, the Active Learning and Professional Support (ALPS) project, is described and reviewed in this paper. The ALPS project is perceived as three interrelated dimensions of change: learning processes and school development, school development and continuing professional support for teachers, and new patterns for inservice training. This project has provided teachers with skills necessary to involve children to speculate about phenomena, classify materials, observe carefully, use simple measuring equipment, infer, carry out experiments, interpret data, and control variables. Impact of ALPS implementation and associated problems are also discussed in this paper. (JRH)

ED 391 693 SE 057 844

Kawagley, Angayuqaq Oscar; And Others
Incorporation of the World Views of Indigenous Cultures: A Dilemma In the Practice and Teaching of Western Science.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the International History, Philosophy, and Science Teaching Conference (3rd, Minneapolis, MN, October 29-November 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *Cultural Context; Multicultural Education; *Scientific Concepts; *Scientific Methodology; Technology
IDENTIFIERS- *Knowledge Bases; *World Views

The teaching of science in the United States is dominated by examples of the contributions of European and American scientists. The multitude of contributions of knowledge and ways of thinking of the many other cultures of the world have been largely ignored. This paper presents evidence from the Yupiaq culture in southwestern Alaska that demonstrates that indigenous cultures have developed their own scientific bodies of knowledge and ways of thinking about the world that differs in crucial ways from that of Western Science. Yupiaq contributions to science and technology and Yupiaq world views are described. Implications for curriculum development and pedagogy are discussed. (JRH)

ED 391 694 SE 057 845

Munsell, JulieAnn
Powell's Journey: Canyon As Teacher. A Model for Experiential Education.
PUB DATE- Mar 95
NOTE- 118p.; Master's Research Paper, Mankato State University. Cover title varies.
LANGUAGE- English

Since straight seams are easier to sew than curved ones, the grid naturally evolved as the basis for their designs. This book is a resource for experimenting with traditional patchwork quilt patterns. It provides students a hands-on understanding of geometric concepts. It contains grids for reproducing traditional patterns or creating original designs, an index of quilt patches, and a selection of patchwork patterns. The first section, "Grids," includes basic grids and special grids for the four most common quilt patterns: four patch, five patch, seven patch, or nine patch. The second section, "Visual Index," provides a visual reference of nearly 300 traditional patch or block designs. The final two sections provide students with opportunities to experiment with color and design. In section three, "Classic Symmetrical Designs," a single block altered by horizontal or vertical manipulation results in 16 varied patterns. In the last section, "Designs With Variations," a block, rotated 90 degrees, reflected, or staggered, creates pattern variations. Suggestions for student activities are included. (MM)

ED 391 716 SO 025 787

Garland, Trudi Hammel
Fascinating Fibonaccis: Mystery and Magic in Numbers.
PUB DATE- 87
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Architecture; Art; *Geometric Constructions; Intermediate Grades; *Mathematical Formulas; Music; Natural Sciences; Patternmaking; *Ratios (Mathematics); Science Activities; Secondary Education; Symmetry
IDENTIFIERS- Fibonacci Sequences; *Golden Ratio (Mathematics); Proportion (Art)

This document presents activities and information related to Fibonacci numbers, which are based upon the Golden Ratio, in areas of the arts, sciences, and mathematics. The work is organized into eight chapters: (1) "Origins and Definitions"; (2) "Fibonacci Numbers in Nature"; (3) "Fibonacci Numbers in Art and Architecture"; (4) "Fibonacci Numbers in Music and Poetry"; (5) "Fibonacci Numbers in Science and Technology"; (6) "Fibonacci Numbers Abound"; (7) "The Mathematics of Fibonacci Numbers"; and (8) "Historical Perspective." The work concludes with a bibliography and an index. (MM)

ED 391 717 SO 025 788

Englebaugh, Debi
Art through Children's Literature: Creative Art Lessons for Caldecott Books.
PUB DATE- 94
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Materials; Childrens Literature; Collage; Elementary Education; Freehand Drawing; Illustrations; *Integrated Activities; Painting (Visual Arts);

Watergate hearings. Clare Booth Luce was a controversial congresswoman who also was noted for her theatrical contributions. Lynn Martin succeeded in her congressional role and went on to serve in the Bush cabinet. And Margaret Smith, who was one of the few women in the House and Senate, made great contributions to both. A complete list of all the women who served in Congress can be found in the appendices. (JAG)

ED 391 739   SO 025 862

Presseisen, Barbara Z.
Educational Intervention in Social Science: Cognitive Processes in the Learning of History.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Critical Thinking; Decision Making; *Educational Change; Educational Improvement; Educational Innovation; *History Instruction; Learning Processes; Problem Solving; *Social Science Research; Thinking Skills

This study reviews interventions in history teaching history from 1985 and 1995, an era of major redefinition in the field of instruction. Kindergarten through grade 12 are the focus population for the research. The study examines the context for educational change and addresses four central questions about the development of new curriculum programs for teaching history and the social sciences. The questions include: (1) What vision of history has recently emerged in an era of school reform? (2) What cognitive processes need to be developed in students for such a study of history? (3) What do successful examples of recent curricular interventions in the teaching of history look like and what makes them effective? and (4) What does this research tell us about educators' future work in the teaching of history? Research related to each of these questions is examined with recommendations offered for future action. (EH)

ED 391 740   SO 025 863

Miller, Linda Karen
The Portrayal of Federal Intervention in Domestic Disorders in Selected U.S. History Textbooks.
PUB DATE- May 91
NOTE- 150p.; Ed.D. Dissertation, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Constitutional History; Content Analysis; Course Content; Dissent; *Federal Government; *Federalism; *Federal State Relationship; High Schools; Political Science; Secondary Education; State Government; *States Powers; Textbook Content; *Textbooks

This dissertation addresses how federalism is portrayed in high school U.S. history textbooks. The guiding questions of this study include: (1) How well do senior high school U.S. history textbooks portray federalism through description of domestic disorders? (2) When domestic disorders are included in these textbooks, how accurately are they presented? and (3) When domestic disorders are included, how much emphasis is given to each major event where the domestic disorder requires federal

This student workbook provides information about mass media and invites students to consider and respond to that information. Students are encouraged to use reading, writing, researching, critical thinking, interpreting, and debating skills in their responses. The book is organized into 8 chapters: (1) "The World of Media"; (2) "Television: Is This Your Life?"; (3) "Radio: The Intimate Medium"; (4) "Film: The Big Picture"; (5) "Journalism (Video and Print): The Great Debate"; (6) "Propaganda: The Worm in the Apple"; (7) "Advertising: The Big Pitch"; and (8) "Open and Controlled Media: A World View." The book concludes with a section provided for student notes. (MM)

ED 391 763 SO 025 994

Jackson, Margaret
Creative Display and Environment.
PUB DATE- 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; Attitudes; *Display Aids; *Display Systems; *Educational Environment; Elementary Education; *Exhibits; Social Studies; Visual Learning; Visual Stimuli

Practical technical information and procedures for display are given in this book. An implicit theme recognizes school environments as distinct socio-cultural contexts in which children learn and develop. This environment should provide comfortable private and public places that recognize the complex social needs of students and teachers. Patterns of interaction through display and environment may provide incentive for students and teachers to engage in a variety of symbolic languages as a means of exploring and expressing understandings of the world. The values, beliefs, and goals of the educators are conveyed to students through environmental setting. The chapters are: (1) A Pressing Need: Why Display and Environment for Learning Matter; (2) Displays and the Art of Displaying; (3) Resources for Display; (4) Developing a Curriculum-Based Display Project; and (5) Creating Displays--the Ways and the Means. The book includes illustrations, diagrams, instructions, and suggestions for constructing display areas, presenting displays, and exhibiting children's projects. (MM)

ED 391 764 SO 026 005

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1981.
PUB DATE- 81
NOTE- 84p.; Published annually. For volumes covering 1981-1987, see SO 026 005-010.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Activities; *Art Education; *Attitude Measures; *Attitudes; Audience Response; Built Environment; Elementary Secondary Education; Environmental Influences; Interviews; Personal Narratives; Research Methodology; Student Attitudes; Studio Art

Papers by graduate students, and occasionally papers from their mentors which establish a context for the student papers, are

Much research has been done on critical thinking and on moral reasoning, but little has been conducted or reported on the relationship between the two. Since these two abilities are of current concern at all levels of education and since students are supposed to develop the ability to think analytically and behave ethically, it seems that some determination should be made as to if and/or how these two abilities are related. Some researchers have attempted to integrate creative thinking skills with moral reasoning skills and have found them generally to be related. In considering the importance of both critical thinking and moral reasoning, several researchers have recommended that children can learn that ethical acts must have reasons. They have suggested a method called "Ethical Inquiry" to facilitate this learning and relationship. In a sense, it has been pointed out, "ethical reasoning" is logically valid moral reasoning. If moral education is considered character education and reasoning or cognition an important aspect of this process, then issues of character may also be issues of cognition. Implications for curriculum design and research are noted, including several curriculum models reported in the literature. (Contains 21 references.) (Author/ND)

ED 391 783 SP 036 448

Karsenti, Thierry P.; Thibert, Gilles
What Type of Motivation Is Truly Related to School Achievement? A Look at 1428 High-School Students.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Foreign Countries; *Grade Point Average; *Grade Prediction; High School Students; Junior High School Students; Learning Motivation; Secondary Education; Self Motivation; *Student Attitudes; Student Characteristics; *Student Motivation
IDENTIFIERS- Quebec (Montreal)

This paper reports on research to examine the types of motivation related to school achievement. A total of 1428 students from an inner city high school in the Montreal (Quebec) area participated in the study, 714 males and 714 females. The students ranged in age from 12 to 18, and approximately 40 percent were minorities (Hispanic, Asian, Black). The study used the "Academic Motivation Scale" (AMS), a measure of motivation toward education based on self-determination theory. "Amotivation" indicates that no link between actions and the ensuing outcomes is perceived; "intrinsic motivation" refers to being engaged in an activity for itself and for the pleasure and satisfaction derived from participation; "extrinsic motivation" pertains to behavior in which the goals of actions extend beyond those inherent to the activity itself. The results of the study demonstrated that academic motivation is significantly related to grade point average (GPA), and that motivation does not occur under the same conditions for boys and girls or for junior-high and senior-high students. Amotivation appeared to be a better predictor of school achievement for girls and junior-high students, while intrinsic motivation seemed to foretell school achievement for boys and senior high students. These data revealed that the relationship between GPA and motivation emerged differently for boys and learning levels that include classroom and field learning. Level 1 is the foundations level; level 2 provides students with their first field experience. Levels 3 and 4 involve specialization in elementary and secondary learning, while level 5 is a 10-week, full-time student teaching experience. Each level also deals with multicultural, bilingual, and developmentally appropriate practices; special effort is made to recruit minority students into the program. (NAV)

ED 391 800 SP 036 472

Goddard, Sally
A Teacher's Window into the Child's Mind and Papers from the Institute for Neuro-Physiological Psychology. A Non-Invasive Approach to Solving Learning and Behavior Problems.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Children; Disadvantaged Youth; Elementary Education; *Learning Problems; Neurological Impairments; *Neurological Organization; Neurology; Neuropsychology; Preschool Education; *Remedial Instruction
IDENTIFIERS- Mutism; Neurodevelopmental Therapy; *Neurodevelopmental Treatment Approach; Reflexes; Sensory Qualities

This book describes a neuro-developmental approach to learning difficulty assessment and remediation through assessment of a student's reception of information through the sensory channels, processing of sensory information in the brain, and repertoire of responses for expression. Chapter 1, "Reflexes: Their Impact on Success or Failure in Education," describes the Moro, Palmar, Asymmetrical Tonic Neck , Rooting, Spinal Galant, Tonic Labyrinthine, and Symmetrical Tonic Neck reflexes. Chapter 2, "From Primitive Reflex to Postural Control" discusses postural reflexes and in particular the Landau, Amphibian, and Segmental Rolling Reflexes as well as equilibrium reflexes. Chapter 3, "Brain Development," looks at development in the first year of life. Chapter 4, "The Senses," covers balance and the vestibular system, touch, hearing, seeing, taste, and smell as well as proprioception or kinesthesis. Chapter 5, "Reflex Testing," gives test procedures and scoring ranges for 15 reflexes and is illustrated with drawings. Chapter 6, "Remedial Steps Available to the Teacher," discusses various sensory difficulties and corrective activities, and provides tables outlining the development and transformation of the reflex system, historical indicators of neuro-developmental delays, and suggested remediation for retained reflexes. An appendix contains useful addresses, a glossary and index, and three selected papers: "Elective Mutism: The Unchosen Silence"; "Developmental Milestones: A Blueprint for Survival"; and "Why Do Our Children Roll and Tumble?" (Contains 84 references.) (JB)

ED 391 801 SP 036 473

Ishler, Anne; And Others
Quality Staff Development Can Sail through Sometimes Rough Waters: A Statewide Initiative in Educational Change.
PUB DATE- Dec 95

variables and a comparison of the statistics collected for these variables to selected statistics from independent sources. This evaluation was conducted to raise specific issues for discussion among members of the Federal State Cooperative System for Public Library Data. Chapter 1 evaluates the definitions used for the staff variables, while Chapter 2 considers the internal consistency of staff measures. Chapter 3 compares statistics from the public library census to those from other reference sources for public library staffing information. Four appendixes list the variables, libraries without paid staff, and library reports and directories, and present comparisons of dataset and other figures. (Contains 70 references and 14 tables.) (SLD)

ED 391 821 TM 024 354

Schunk, Dale H.
Development of Strategic Competence through Self-Regulation of Attributions.
PUB DATE- Aug 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Attribution Theory; *Beliefs; *Competence; Feedback; *Learning Strategies; Locus of Control; *Motivation; Self Concept; Self Evaluation (Individuals); *Social Cognition; Teaching Methods
IDENTIFIERS- *Self Regulation

The self-regulation of attributions, beliefs concerning the causes of outcomes, is explored. An increasing body of research substantiates the idea that effective self-regulation depends on forming positive attributions that promote perceptions of competence and sustain motivation directed toward learning. Self-regulation refers to the process by which learners direct their cognitions, motivation, and behaviors toward the attainment of their academic goals. Social cognitive theory postulates three important processes in self-regulation: self-observation, self-judgment, and self-reaction. Learners observe their task progress, judge its acceptability, and react by sustaining action or altering strategies. Effective self-regulation depends on holding an optimal sense of self-efficacy (perceived competence) for learning and on making attributions (perceived causes of outcomes) that enhance self-efficacy and motivation. Research is reviewed that demonstrates positive effects of attributions and attributional feedback on self-regulation and that highlights important causal and correlational processes among attributions and achievement outcomes. Implications for teaching practice and future research suggestions are discussed. (Contains 33 references.) (Author/SLD)

ED 391 822 TM 024 355

Patterson, David
The Effects of Outward Bound on a Group of Middle School Students.
PUB DATE- Jul 95
NOTE- 62p.; M.A. Thesis, Lenoir-Rhyne College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports -

Impediments that hamper learning statistics, the relative characteristics of successful and unsuccessful learners, and the nature of interventions required to make learning statistics successful and meaningful were studied. Twenty graduate and 15 undergraduate students in different fields from a large public university, a small private college, and the engineering department of a large polytechnic institute, all in the capital district region of New York participated. The study was conducted using methods for constructing a grounded theory, with continual checking back with subjects to see if they considered emerging data categories credible. Initial interviews with the 35 subjects were conducted using topics, derived from a literature review, to stimulate student recollection of the learning experience. All the students except for one experienced a traditional algorithmic approach to instruction through lecture and practice problems. Rechecking student opinions resulted in a preliminary theory of learning statistics that identifies teaching ability as an integrating category. Many students explicitly identified teaching ability, or the lack thereof, as the single most important contributor to their success or failure. A compilation of student opinions provides teaching-ability components, focusing on an interest in students and the subject. An appendix presents participant profiles. (Contains 1 table and 17 references.) (SLD)

ED 391 842 TM 024 658

Dirir, Mohamed A.
Construction of Parallel Test Forms Using Optimal Test Designs.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Grade 4; Intermediate Grades; *Item Banks; Language Arts; Listening Comprehension Tests; Reading Comprehension; Scores; *Selection; Statistical Distributions; *Test Construction; Test Format; Test Reliability; Writing Tests
IDENTIFIERS- *Parallel Test Forms

The effectiveness of an optimal item selection method in designing parallel test forms was studied during the development of two forms that were parallel to an existing form for each of three language arts tests for fourth graders used in the Connecticut Mastery Test. Two listening comprehension forms, two reading comprehension forms, and two written communication forms were developed using item-response-theory-based Optimal Test Design software. The tests included mixed item formats, cluster-based sections, and passage-related items. Three item banks were available for the study. For each of the 1993 forms, test and cluster information curves were computed. Restrictions on the number of passages that could be accessed for any test meant that relatively few items were available, but weakly parallel tests, as indicated by their relative information curves, were assembled using the software. The parallelism of the tests was also portrayed by similarities among the total score distribution indices and reliabilities of the tests. The small differences in the test information between the target and new forms were not significant threats to the parallelism of the forms. (Contains 2 tables, 4 figures,

DESCRIPTORS- Child Health; Crime; *Federal Legislation; Federal Regulation; Hearings; Policy Formation; *Prevention; *Safety; *Urban Problems; *Violence
IDENTIFIERS- Congress 103rd; *Gun Control

The first of several hearings on the Gun Violence Prevention Act of 1994 introduced and discussed the Act as comprehensive legislation to address gun violence through six discrete initiatives: (1) handgun licensing; (2) prohibition of firearms possession by persons convicted of violent misdemeanors; (3) regulation of gun dealers; (4) limitation of the secondary gun market; (5) requirement of gun safety courses; and (6) banning certain types of guns. Support for the bill was presented by the presiding senators, Paul Simon (Illinois) and Howard Metzenbaum (Ohio). Reservations about the necessity for the legislation, but not about the need for reduction in violence, were expressed by Senators Hank Brown (Colorado) and Orrin Hatch (Utah). A number of speakers supported the bill, with the Surgeon General Joycelyn Elders speaking first. Panel discussions with educators and physicians followed. The testimony of each witness is followed by his or her prepared statement. (SLD)

ED 391 863 UD 030 805

de Acosta, Martha
Reconsidering the Role of Community in Home-School Links: Implications for Research and Practice. Occasional Paper #14.
PUB DATE- Aug 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Community Cooperation; *Community Development; Community Involvement; Educational Practices; Educational Research; Elementary Secondary Education; *Family School Relationship; *Partnerships in Education; *School Community Relationship; School Role; Social Support Groups; *Urban Education
IDENTIFIERS- School Based Services

Current research on the relationship between home, school, and community is reviewed and juxtaposed to perspectives on communities developed by scholars of families and child development, community developers, and urban sociologists. Research findings suggest the importance of learning more about the communities in which family involvement projects are located. Researchers and school staff should become part of community mapping efforts, which would not only strengthen the links between schools, universities, and the community, but would also provide rich information about community assets. The current work of community developers suggests that looking at the school from the vantage point of the community shows it to be an essential player in community redevelopment. Partnerships between schools and businesses and community agencies have been one of the most studied aspects of community involvement in schools. Researchers now need to focus on the various kinds of school-based comprehensive services being started across the United States. In addition, the social networks families use to assist them in their relationships with schools should be explored. (Contains 65 references.) (SLD)

ED 391 864 UD 030 806

de Acosta, Martha

and Autonomy: Who Decides What in the University" (A. Kenneth Pye); "The Role of the Department in the Groves of Academe" (Joel Colton); and "The Academic Community" (Philip Stewart). Includes an index, information on contributors and a list of selected readings. Many chapters contain extensive references. The list of selected readings contains 35 references. (JB)

ED 391 451 HE 028 902

Burgen, Arnold, Ed.
Goals and Purposes of Higher Education in the 21st Century. Higher Education Policy Series 32.
PUB DATE- 96
NOTE- 222p.; The volume is based on a workshop held by Academic Europaea in 1994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- College Instruction; College Role; College Students; *Comparative Education; Distance Education; Educational Change; *Educational Objectives; Educational Quality; Educational Trends; Education Work Relationship; Foreign Countries; *Futures (of Society); Graduate Study; *Higher Education; Institutional Autonomy; Socioeconomic Influences; Student Characteristics
IDENTIFIERS- Europe; Europe (Central); Europe (East); France; Japan; *Twenty First Century; United States

In 14 papers by various authors this volume contains both assessments of specific higher education systems and analyses of cross-national trends. Following an introduction, the chapters are: "From Humboldt to 1984--Where are We Now?" (Stig Stromholm and others); "Creation, Transfer and Application of Knowledge Through the Higher Education System" (Henk J. van der Molen); "Continuities and Change in American Higher Education" (Martin Trow); "Unified and Binary Systems in Higher Education in Europe" (Peter Scott); "Who is Going to Study?" (Staffan Helmfrid); "Distance Systems in Europe" (Walter Perry); "Education and Work in an Ageing Population" (Karl-Ulrich Mayer); "Higher Education and New Socio-Economic Challenges in Europe" (Ulrich Teichler); "New Perspectives on Learning and Teaching in Higher Education" (Erik de Corte); "The French University System: Assessment and Outlook" (Daniel Bloch); "Inspiration of the Muse or Management of the Art? Issues in Training for Academic Posts and Teaching in France" (Guy Neave); "University Autonomy and the Search for Quality" (Juan M. Rojo); "Higher Education in Central and Eastern Europe: An Approach to Comparative Analysis" (Wolfgang Mitter); and "Higher Education in Japan" (Ulrich Teichler). Also includes information on the contributors and both subject and author indexes. Many chapters contain extensive references. (JB)

ED 391 452 HE 028 903

Meyerson, Joel W., Ed.; Massy, William F., Ed.
Revitalizing Higher Education. The Stanford Forum for Higher Education Futures.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)

Wesley, Marion T., Jr.; Franks, Melvin E.
The Virtual Classroom, Authentic Assessment, and Learning Process Control in Online Teacher Development To Support Internet Telecommunications in Education.
PUB DATE- 8 Nov 95
NOTE- 35p.; Paper presented at the Mid-South Educational Research Association Annual Conference (Biloxi, MS, November 8, 1995). Appendix A is missing.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; *Distance Education; *Educational Assessment; Educational Development; Experiential Learning; Graduate Study; Higher Education; Information Literacy; Internet; *Learning Processes; *Professional Development; Public School Teachers; Skill Development; *Telecommunications
IDENTIFIERS- Authentic Assessment; Virtual Classrooms

A classroom/lab-based graduate telecommunications course was studied to discover implications for online instruction of related topics and skills. The analysis focused on: (1) examining the potential for teaching telecommunications via an Internet-mediated virtual classroom to public school personnel situated at their home districts; and (2) considering methods for using student learning assessment information gathered online in evaluating and adjusting the learning process. The proposed model emphasizes experiential learning, supportive collegial interaction, and meaningful and useful learning assessment. Learning Process Control (LPC), an adaptation for education of TQM's Statistical Process Control (SPC), is introduced as a visual-analytical method for evaluating the learning progress of large numbers of distant students and for using online information to continuously improve the learning process. Appendices provide the telecommunications course schedule and a chronological topic sequence. (Contains 24 references.) (Author/AEF)

ED 391 470 IR 017 618

Inoue, Yukiko
Determinants of the Use of Computer-Assisted Instruction at a University in Singapore.
PUB DATE- 8 Nov 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction; *Computer Uses in Education; *Educational Practices; Foreign Countries; Higher Education; Questionnaires; Time Management; Universities; Use Studies
IDENTIFIERS- *Singapore; Support Systems

The purpose of this study was to identify and prioritize the factors influencing the university faculty's use of computer-assisted instruction (CAI). A survey questionnaire was constructed and administered to faculty members of a leading university in Singapore. The subjects were 62 respondents representing two groups: 26 from education and 36 from business (36 male and 26 female). The results indicated that the two most important inhibitors were: lack of teachers' time, and lack of technical support. The results may be attributed to further in overseas editions. Despite the apparent drawing power of book cover art, publishers seem to have done little or no scientific research on it, preferring to rely on impressions rather than data. They also tend to consult first-level buyers, like booksellers, librarians, and teachers, rather than the teenagers themselves. It is suggested that unknown factors may change too quickly to make research viable, and that adolescents might well be unwilling to open up about their tastes even if they were asked. (BEW)

ED 391 488 IR 017 641

Sultan, Adel; Jones, Marshall
The Effects of Computer Visual Appeal on Learners' Motivation.
PUB DATE- 95
NOTE- 7p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Cognitive Processes; *Cognitive Style; *Computer Graphics; Educational Media; Grade 4; Individual Differences; Instructional Innovation; Instructional Materials; Intermediate Grades; Learning Processes; Low Achievement; *Motivation; *Multimedia Instruction; Multimedia Materials; Student Attitudes; *Visual Learning
IDENTIFIERS- Audiographics; Computer Animation; Motivational Orientation; Visual Displays

Over the years, situated and observational learning has given way to mass teaching and theoretical learning based on prose information. Even though schools have produced many successful professionals, they often fail to address individual differences in learners and encourage competition rather than cooperation between learners. As a result, many students, particularly those of low ability, have built negative attitudes toward learning and even dropped out of school. Instructional technologies may help make learning more enjoyable for all students. The multimedia-based computer, which combines many of the capabilities of projectors and videocassette players, can deliver information in varying forms and accommodate a diversity of learning styles. In addition to earlier studies that have been done on the characteristics of the motivated student and the differences between extrinsic and intrinsic motivation, studies are now appearing on the influences of computerized presentations on the learning process. One study of 70 fourth-graders being taught a lesson on Newton's laws of motion found that computer animated visuals hold intrinsically motivating appeal for learners. Given a choice, most students chose to return to animated graphics rather than static graphics. Another study revealed that the use of audiographics, or instructional images accessible on computers at various remote sites, significantly improves motivational and attitudinal levels. The results of a third study suggest that humor in computer visuals can also be valuable. Among other things, features designed to enhance the appeal of computer visuals should always support the learning content and the nature of the task, increase motivation, trigger imagination and inquiry, relate to attainable goals, and demonstrate real-world applications of knowledge. (Contains 16 references.) (BEW)

(AEF)

ED 391 504 IR 017 657

Ganguly, Indrani
Scientific Thinking Is in the Mind's Eye.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Concept Formation; Epistemology; Imagination; *Metaphors; Perception; *Science Instruction; Scientific Literacy; Secondary Education; Thinking Skills; *Visualization
IDENTIFIERS- *Analogies; Science Education Research; *Scientific Thinking

It is important to incorporate visual thinking into science instruction. Imagination and perception play vital roles in scientific inquiry. Metaphors, like perceptions, are drawn from common experiences and are a means to anchor scientists' thought processes in generating a pattern that bridges the gap between the seen and the unseen. Metaphors (visual and verbal) that relate to the emotional, aesthetic, and social forces of scientific inquiry are instrumental for teaching the epistemology of science. While metaphors compare implicitly, analogies compare explicitly the structure of two domains. Analogies can aid students in constructing new conscious models. A qualitative study in which 12 different analogies were used by six teachers engaged in teaching high school science, shows considerable success in learning by analogy. Instructional implications from one recent study on the use of analogies in high school chemistry include the need to develop a personal repertoire of useful analogies; the necessity of using analogies that students relate to; and the importance of explicitly mapping the attributes between the source and the target. Research has shown that without direction and training, students are not likely to use any of the general methods of visualization. (AEF)

ED 391 505 IR 017 658

Dana, Ann S.; Handler, Marianne G.
The ABC's of Screen Design: What Teachers Should Know To Teach Students To Author in Hypermedia.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Elementary Secondary Education; Guidelines; *Hypermedia; *Multimedia Instruction; *Screen Design (Computers); Skill Development; Student Projects; Users (Information); *Vocabulary

this is called motivation. New impressions are dependent on and interpreted against the background of previous experience and learning, or "frame of reference." One of the main reasons for using pictures in magazines, newspapers, and books is to draw attention to the material; in the case of moving images, the visual material and presentation must constantly redraw the attention to hold the viewer's interest. The concept "perception" is a collective designation for the processes in which an individual obtains information on the outside world. The "laws" of perception include: figure/ground contrast; similarity; proximity; continuity; closure; common fate; objective set; contrast; and previous experience. Information processing and storage is referred to as memory. Memory functions include sensory memory, short-term memory, and long-term memory; forgetting is the process through which information in memory becomes inaccessible. Results from several experiments show that when contents are the same in visual, audio, and print channels, learning is maximized. After the attention, perception, and processing of information, new knowledge can be applied and tested in different applications. Four figures depict these processes, including the combination of all processes in the learning helix model. (Contains 51 references.) (AEF)

ED 391 523 IR 017 676

Griffin, Robert E.; And Others
Electronic Presentations in the Corporation: How Are They Being Used.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Computer Graphics; Computer Software; Overhead Projectors; *Projection Equipment; Questionnaires; Slides; Transparencies; *Visual Aids
IDENTIFIERS- *Presentation Mode; *Visual Communication

This study measured the impact of electronic presentations on the business presenter. An electronic presentation was defined as a presentation which made use of a computer, presentation graphics software, and a projection device. A questionnaire was sent to 560 subjects (40% returned) randomly selected from a training and development consortium located in State College, Pennsylvania that provides guidance to businesses in the Central Pennsylvania region. The results from the study fall into two major categories: those derived from all of the respondents and those derived from the sub group of respondents that were engaged in making electronic presentations. An examination of all the respondents yielded that 27% reported giving at least one electronic presentation; preferred presentation devices in rank order included overhead projector, flip chart, electronic presentation, and slide projector. Respondents that had reported experience in giving electronic presentations (27%) were then classified into three categories: presenter-oriented, hardware/software-oriented, or audience-oriented responses. Five implications were derived from this study: (1) respondents that used electronic presentations felt they were very effective for delivering a message to an audience; (2) overhead transparencies continue to be judged the

An administrator choosing between these opinions undertakes an almost Dantean journey: The "Divine Comedy's" literal level of meaning, for example, can be translated to persisting with straightforward appraisals, and the allegorical level to embracing quality-movement concepts such as worker empowerment (kaizen) and partnering. Dante's moral level speaks to the TQM issue of intrinsic motivation, or work for its own sake without promise of reward. His highest level, the anagogical or spiritual, can be compared to the quality movement's goal of an end to bureaucracy and hierarchy, although attachment to job status and to specialization currently present obstacles to that vision. (Contains 43 references.) (BEW)

ED 391 541   IR 055 819

George, Verna E.
Performance Appraisal in an Academic Library: A Case Study.
PUB DATE- 95
NOTE- 17p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 81[illegible].
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Case Studies; *Employee Attitudes; Feedback; Foreign Countries; Higher Education; Librarian Attitudes; Library Surveys; Organizational Change; *Personnel Evaluation; Professional Personnel; Questionnaires; *Self Evaluation (Individuals); Staff Development; Tables (Data); *Total Quality Management; Vocational Evaluation
IDENTIFIERS- Empowerment; *University of the West Indies (Jamaica); Work Habits

Well-designed performance appraisals should provide employees with feedback concerning their performance, serve as a basis for modifying behavior toward more effective work habits, and provide managers with data which they can use to judge future job assignments and compensation. Poorly-designed ones, used as short-term control systems, can create fear and mistrust. Performance appraisals can be very valuable, but they have been largely neglected because of the time and effort needed for data collection. This paper describes changes made in the performance appraisal process at the Mona (Jamaica) Campus of the University of the West Indies. The old review system included assessment by supervisors, review by a committee of peers, and review by the Library Assessing Committee. The new appraisal process, in step with Total Quality management (TQM), begins with the assessee submitting a form on which he has identified both his achievements and areas for improvement. A questionnaire was administered eliciting the responses of professional staff members to both systems, and 15 of 22 were returned. Survey responses indicated that staff were unclear about the library's goals and their own duties. They disliked the perceived subjectivity of the appraisals, the limited scope for registering disagreements, and the emphasis on publications. As for the new process, respondents liked the idea of self-evaluation and liked the form itself but were unhappy about not being asked to participate in its development. The new system may continue to work if used in conjunction with other TQM principles like direct communication, setting the right goals, empowerment and training. Survey data is appended in nine tables. (Contains 13

ED 391 559 JC 960 115

Cress, Christine
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *College Outcomes Assessment; College Planning; Community Colleges; Educational Cooperation; *Educational Quality; *Institutional Evaluation; Measures (Individuals); Needs Assessment; *Program Evaluation; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- ERIC Digests

As a result of increasing pressure from external constituencies, community colleges have been called upon to demonstrate accountability through assessment activities and research on institutional effectiveness based on student outcomes. Since community colleges include transient student populations, students with a wide range of ability and academic goals, and large numbers of adjunct faculty, assessment should focus on the improvement of campus instructional and support programs to increase student success, rather than on national comparisons. In addition, it is critical that colleges determine who will assess the information collected and how it relates to student learning and instruction. Available assessment techniques and methods include competency-based models, self-reports, third-party reports, focus groups, in-depth interviews, participant observations, case studies, exit surveys, and alumni surveys. Assessment activities should take into consideration the needs of culturally, ethnically, religiously, and linguistically diverse students. Although offering extrinsic rewards encourages participation in assessment activities, assessment only becomes an integral part of the institution when this focus is clearly stated in the mission of the college and emphasized as a part of ensuring student success. Faculty resistance and lack of resources are often barriers to assessment processes. Finally, rather than searching for a single indicator to demonstrate success, institutions should value the use of different benchmarks as evidence of institutional effectiveness. (TGI)

ED 391 560 JC 960 116

Student Intent Survey, Fall 1994.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Community Colleges; *Enrollment Influences; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Westchester Community College NY

The Student Intent Survey at Westchester Community College (WCC), in New York, is designed to determine students' primary reasons for attending WCC, where they learned about the college, and their future plans for completing their education. In November

Patel, Mahesh, Ed.
Atlas of the African Child.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Child Health; *Children; Elementary Education; Environmental Influences; Equal Education; Females; Foreign Countries; Health Education; Health Needs; Hygiene; Immunization Programs; *Individual Development; Nutrition; Objectives; Program Descriptions; Sanitation; Womens Education
IDENTIFIERS- *Africa; Eritrea; Mali; Tanzania; United Nations Convention on Rights of the Child; Zimbabwe

Using data primarily from United Nations Statistical Yearbooks, but from other sources as well, this Atlas provides an overview, in graphical form, of issues affecting children in Africa. Some of the issues covered, such as immunization, affect children directly. Others, such as economic progress, are included because they form part of the environment in which children develop and grow. The maps and graphs are divided into the following categories: (1) Background, including independence and alliances, parents and children, and economies; (2) Health, including child mortality, and immunizations; (3) Nutrition, including child malnutrition, and Tanzania's community approach to addressing malnutrition; (4) Water and Sanitation, including hygiene education; (5) Education, including girls' and women's education, and programs in Mali and Zimbabwe; (6) Women, including girls' and women's health, and women in Eritrea's struggle for independence; (7) Children's Environment, including urbanization and children, and land degradation; (8) Emergencies, such as refugees and displaced persons; and (9) Achievable goals, such as immunizations, salt iodization, primary school enrollment, and ratification of the UN convention on the Rights of the Child. A section of sources and definitions concludes the Atlas. (HTH)

ED 391 578 PS 023 690

Pascal, Christine
Development and Training: Towards a New Career for Early Childhood Professionals.
PUB DATE- Sep 95
NOTE- 9p.; Paper presented at the RSA Start Right Conference (London, England, United Kingdom, September 20-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Child Care Occupations; Child Development Specialists; Day Care Centers; Developmental Stages; Early Childhood Education; Foreign Countries; Government Role; Job Satisfaction; *Professional Training; Training Allowances
IDENTIFIERS- Caregiver Attitudes; Early Childhood Development Programs; United Kingdom

This paper discusses the issues surrounding the establishment of a system of professional development and training for early childhood workers and practitioners in the United Kingdom. The paper focuses on what needs to be done to accomplish an effective and efficient program of continuing professional aesthetic, physical, mental, social, and emotional dimensions. In the decade before 1900, several views of the child coexisted. The Froebelian notion of the child as spiritual, spontaneous, and innately good was reexamined in the light of science, and the new child psychology introduced the concept of a child with animal instincts, impulses, and habits. The objective, scientific study of children suggested that the child was neither good nor bad, and that the child's development was dependent upon nature and the environment. The goal of kindergarten was to supplement the nurture of the home and establish good habits, shape good citizens, and provide moral instruction. In 1923, criticism of behaviorism appeared, leading to the view that the inner life of the child was to be liberated to allow the child to reach his or her potential. The child had needs that had to be met, and the goal of education was to contribute to the growth of the well-rounded child's personality. The scientific study of children continues today, and while such study may encourage distance from children and condescension, it can also produce new respect for them. (Contains 46 references.) (TM)

ED 391 596   PS 023 917

Healthy Tomorrows Partnership for Children: Abstracts of Active Projects FY 1996.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 95
NOTE- 121p.; For FY 1995 abstracts, see PS 023 064.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Child Health; Child Rearing; *Community Cooperation; Community Coordination; Community Services; Cooperative Planning; Early Childhood Education; Grants; Health Needs; *Health Promotion; Health Services; Organizations (Groups); Program Descriptions; Public Agencies; Standards
IDENTIFIERS- Maternal and Child Health Block Grants; *Maternal Health; *Public Private Partnership Programs

The Healthy Tomorrows Partnership for Children Program (HTPCP) is was developed to support special projects demonstrating how states, local agencies, organizations, and communities can work together to improve health of mothers and children. The HTPCP supports a coalition that includes the federal and state governments, professional organizations, foundations, corporate leaders, and families. The HTPCP grant projects described in this document encourage community-based approaches, strengthening the ability of communities to build public-private preventive health strategies. For each of the 52 programs described the problem addressed by the program is given, along with the goals and objectives, methodology, and an evaluation statement. This document details Healthy Tomorrows projects in the following 28 states: (1) Alaska; (2) California; (3) Colorado; (4) Connecticut; (5) District of Columbia; (6) Georgia; (7) Hawaii; (8) Idaho; (9) Illinois; (10) Kansas; (11) Maryland; (12) Massachusetts; (13) Michigan; (14) Minnesota; (15) Mississippi; (16) Missouri; (17) New Hampshire; (18) New Mexico; (19) New York; (20) North Carolina; (21) Ohio; (22) Oregon; (23) Puerto Rico; (24) Rhode Island; (25) South Carolina; (26) Texas; (27) Virginia; and (28) Wisconsin. (BGC) plant. Carlos feels sad and tears slip down his face and fall on his plant. One after another, the leaves turn bright red. Carlos put downs his glowing red plant--the most beautiful gift in the church. Includes songs sung during las posadas. (LP)

ED 391 613 RC 020 414

Bhaerman, Robert; And Others
Perspectives on Designing Rural Schools As Community Learning and Service Centers.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Community Development; Community Services; Economic Development; Educational Change; Educational Policy; *Education Work Relationship; Elementary Secondary Education; *Integrated Services; *Partnerships in Education; *Program Design; Rural Education; *Rural Schools; School Community Relationship; School Role; Shared Resources and Services
IDENTIFIERS- *Community Learning Centers

In 1994, a 2-day symposium was conducted on a broadened, more inclusive mission for rural schools--rural schools functioning as community learning and service centers. The symposium aimed to enhance the knowledge base related to five key dimensions that must be planned, implemented, and evaluated when designing rural schools in this fashion: community development; economic development; partnerships among family, school and community; school-to-work transition; and integrating education, health, and social services. Part 1 of the report briefly describes challenges facing rural schools, including limited financial resources, educational opportunities, and rural employment prospects. Part 2 describes the nature of the symposium. Ten experts in the five key areas responded to questions about basic assumptions and key definitions in their particular area of focus; the major problems (needs, barriers) that inhibit rural schools from operating effectively in this area; the major strengths (capacities, facilitators) that enable rural schools to operate effectively in this area; the design tasks that must be accomplished to further the concept of schools functioning as community learning and service centers; and what additional research questions and development initiatives need to be pursued. The next four sections contain participants' responses to the questions and present a number of assumptions and issues related to the five key dimensions. All participants supported the concept of rural schools serving as community learning and service centers and strongly agreed that educational change cannot take place unless the communities in which the schools reside are both viable and sustainable. The last section of the report consists of concluding perspectives on public policy formation and program development. Contains 11 references. (LP)

ED 391 614 RC 020 415

Bhaerman, Robert; And Others
Service-Learning as a Component of Systemic Reform in Rural Schools and Communities.
SPONS. AGENCY- Office of Educational Research and Improvement

Planning?" (Annette Aubrey, M. J. MacLeod); (15) "When I Reach the Place I'm Goin', I Will Surely Know My Way" (Lauren Crux); (16) "Climbing for My Life" (Molly Gierasch); (17) "After the Next Full Moon" (Connor Sauer); and (18) "A New Generation of Women in the Wilderness" (China Galland). Contains references in most chapters and an index. (SV)

ED 391 629 RC 020 443

Hinsdale, Mary Ann; And Others
It Comes from the People: Community Development and Local Theology.
PUB DATE- 95
NOTE- 408p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Community Action; Community Development; *Community Education; *Community Leaders; *Consciousness Raising; Cultural Activities; *Females; Participatory Research; *Religious Factors; Rural Areas; Small Towns; Values
IDENTIFIERS- Bible Study; Community Renewal; Liberation Theology; Rituals; *Virginia (Ivanhoe)

The closing of local mines and factories collapsed the economic and social structure of Ivanhoe, Virginia, a small rural town once considered a dying community. This book is a case study that tells how the people of Ivanhoe organized to revitalize their town. It documents the community development process--a process that included hard work, a community consciousness raising experience that was intentionally sensitive to cultural and religious values, and many conflicts. It tells the story of the emergence and education of leaders, especially women, and the pain and joy of their growing and learning. Among these leaders is Maxine Waller, a dominant, charismatic woman who gave the townspeople inspiration and a sense of their capabilities and of their rights as human beings. Part I covers the community development process and includes chapters on historical background, community mobilization, confronting and using power, community education, using culture in community development, leadership and organizational development, and the relationship between insiders and outsiders in participatory research. The chapter on education describes how a community needs survey led to the creation of the community education center--a place for GED classes, literacy tutoring, job training workshops, and community college classes. Part II describes and analyzes Ivanhoe's local theology, focusing on Bible study and reflection sessions, community rituals, the role of women, and the role of the church in community development. An appendix discusses context and methodology and approaches related to participatory research, feminist theory, anthropological ritual studies, and liberation theology. An index is included. (SV)

ED 391 630 RC 020 444

Battiste, Marie, Ed.; Barman, Jean, Ed.
First Nations Education in Canada: The Circle Unfolds.
PUB DATE- 95
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indian Education;

about the environment, and can insure that participants return home with rich, meaningful, and unforgettable memories about their experiences in the outdoors. (Author)

ED 391 649 SE 057 332

Super, Paul E.
Coordinating a Resource Issues Field Seminar Series: A Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Recreation Programs; Elementary Secondary Education; Environmental Education; Higher Education; Outreach Programs; *Parks
IDENTIFIERS- Acadia National Park ME

This document describes a process which can help park outreach programs to expose environmental issues facing the park and the region to local communities. Sections of the document discuss choosing a topic, scheduling, choosing and working with a guest speaker, publicity, registration, the seminar room, the role of the coordinator, and solving some special problems. Appendices contain possible topics, a sample press release, a partial listing of addresses for organizations and services that have provided useful resources, and a sample evaluation form. (MKR)

ED 391 650 SE 057 333

Lieberman, Gerald A.
Pieces of a Puzzle: An Overview of the Status of Environmental Education in the United States.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 1 Apr 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Environmental Education; Interviews; Observation; Questionnaires

This document reports a study of school-based kindergarten through 12th grade environmental education (EE) programs. The study was developed to gather baseline information on the status of EE, identify education reform initiatives and explore their possible interactions with EE, and provide an overview of institutional needs and the factors that limit the broader dissemination of EE programs in the school setting. Questionnaires, observations, and interviews were used to collect data from state education departments with EE offices, federal agencies, national and local non-governmental organizations, local school districts that have demonstrated leadership in EE, and professionals at universities and EE associations. (MKR)

ED 391 651 SE 057 337

Chandler, Jim
"Kids for Trees": Student Projects in Real-Life Natural Resource Management.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Cognitive Development; *College School Cooperation; Ethnography; Foreign Countries; Higher Education; High Schools; *High School Students; *Laboratory Training; *Science Instruction; Scientists

The purpose of this study was to examine the activities and discourse between scientists and high school student apprentices (from Santa Barbara, California) in research laboratories and how these supported and/or constrained student learning of science. The study covered 3 consecutive years of a summer science program and included 32 high school student participants. Data were collected and analyzed within a multiple perspective research design composed of microethnography and interactional sociolinguistics. Student apprentices made noticeable gains in conceptual understanding of science as well as gaining new insights into the world of the scientist. Program experiences carried over positively into the classroom in the school year following the program. Results suggest that a cognitive apprenticeship model of science learning would be a worthwhile pursuit in school science instructional settings. Contains 27 references. (Author/MKR)

ED 391 673 SE 057 648

Rennie, Leonie J.; McClafferty, Terence P.
Using Visits to Interactive Science and Technology Centers, Museums, Aquaria and Zoos To Promote Learning in Science.
PUB DATE- 95
NOTE- 21p.; This paper received the 1995 award for the Implications of Research for Educational Practice from the Association for the Education of Teachers in Science. An earlier version of this paper was presented at the Annual Conference of the Australian Association for Educational Research (Fremantle, Western Australia, Australia, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aquariums; Educational Research; Elementary Secondary Education; Foreign Countries; Literature Reviews; *Museums; *Science Instruction; Teaching Methods; *Zoos

Interactive science and technology centers are flourishing throughout the world. Displays in museums, aquaria and zoos are becoming much more interactive. These places offer exciting opportunities for school children to experience science and technology in a stimulating environment. But do such centers affect learning? Do they offer valuable motivational opportunities for students to learn science? If so, how can teachers use them to promote students' engagement in school science, which might seem boring and mundane by comparison? A review of research related to science learning is presented, together with a summary of findings intended to assist teachers to use these centers effectively. Contains 104 references. (Author)

ED 391 674 SE 057 681

Stanley, Julian C.; And Others
Ipsative Evaluative Attitudes versus Vocational Interests and Cognitive Abilities of Bright Male Versus Female Seventh-Graders.
PUB DATE- Apr 95

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cooperative Learning; Course Descriptions; *Earth Science; Educational Strategies; Environmental Education; *Experiential Learning; Higher Education; Inquiry; *Outdoor Activities; Science Instruction; Science Programs; Scientific Methodology; *Student Centered Curriculum

The concept of experiential education has gained increasing popularity among many types of institutions and organizations. Experiential education is an interactive learning process between student, instructor, subject, and environment where the student becomes actively involved with the subject at hand through discussion, activity, and creative thinking. It combines direct experience that is meaningful to the student, with guided reflection and analysis. This report describes a course of study, Integrated Field Study-The John Wesley Powell Journey, that incorporates experiential learning in its design. This 15 credit course was offered through Prescott College's Outdoor Action and Environmental Studies programs during the months of October, November, and December of 1992. The course offered a unique opportunity to integrate wilderness expedition skills and white water rafting with intensive earth sciences and scientific research. Appendices include: course proposal, course application, faculty resumes, promotional material, permit processes, equipment lists and menus, curriculum planning, itineraries, student projects, and the learning contract. (JRH)

ED 391 695 SE 057 864

Ford, Brent A.; Smith, P. Sean
Physical Oceanography: Project Earth Science. Material for Middle School Teachers in Earth Science.
SPONS. AGENCY- BP America, Cleveland, OH.
PUB DATE- 95
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Secondary Education; Environmental Education; Hands on Science; *Marine Education; *Oceanography; Science Activities; Water

This book is one in a series of Earth science books and contains a collection of 18 hands-on activities/demonstrations developed for the middle/junior high school level. The activities are organized around three key concepts. First, students investigate the unique properties of water and how these properties shape the ocean and the global environment. Second, students perform activities investigating the complex systems that lead to the development of currents, waves, and tides. This section focuses on the interactions of wind, water, gravity, and inertia. In the third section, students study the impact that humans have on the ocean and the marine environment, particularly effects of pollutants. The five readings included are intended to enhance teacher preparation or serve as additional resources for students interested in further study by elaborating on concepts presented in the activities. Other readings introduce supplemental material so that teachers can connect science to broader social issues. An annotated bibliography is included as Appendix B and is intended to serve as a supplemental materials guide. Entries are divided into various categories: activities and curriculum projects, books and booklets, audiovisual materials,

Picture Books; Printmaking; *Visual Arts
IDENTIFIERS- *Caldecott Award

This book uses Caldecott Award winning books as a resource for classroom teachers to provide students with experiences that combine art with children's literature. The book contains three lessons for each of the 57 Caldecott books from 1938-1994. Lessons examine the key art concepts contained in the illustrations of the Caldecott books. These lessons are organized around a variety of media used in artmaking. These include: (1) "Pencil"; (2) "Crayon"; (3) "Marker"; (4) "Colored Pencil"; (5) "Chalk"; (6) "Stencils"; (7) "Collage"; (8) "Watercolor"; (9) "Tempera"; (10) "Color Mixing"; and (11) "Printmaking." Lessons focus on basic art principles and art elements, such as line, color, texture, shape, space, and value. The step-by-step instructions, complete materials lists, and detailed illustrations are designed for teachers with little or no art training. They can be adapted to suite grades K-6. An appendix lists Caldecott Award winners from 1938-1994. (MM)

ED 391 718 SO 025 789

Cobb, Mary
The Quilt-Block History of Pioneer Days: With Projects Kids Can Make.
PUB DATE- 95
NOTE- 64p.; Illustrated by Jan Davey Ellis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art Activities; Art Education; Childrens Literature; Elementary Education; *North American History; *Social Studies
IDENTIFIERS- *Pioneer Life; *Quilting

The uses and techniques of quilt making are presented in this book which focuses on the quilt patterns as allegory for pioneer history. Pioneer experiences are described and linked visually with appropriate quilt patterns. An activity accompanies each pattern presentation. The work is organized into 10 chapters: (1) "Quilts and History: A Simple Nine-Patch Collage"; (2) "Saying Good Bye: Quilt- Block Bookmarks"; (3) "Going West: Broken Dishes Puzzle"; (4) "Building the Cabin: House-On-A-Hill and Pine-Tree Border"; (5) "Inside the Cabin: Shoofly Box"; (6) "Work to Do: Bear's Paw Greeting Card"; (7) "Food and Clothing: Corn-and-Beans Recipe Folder"; (8) "Special Occasions: Dresden Plate Punch Work" (9) "Weather: Sunshine and Shadows Weather Diary"; and (10) "Following a Star: Hanging Windmill Star." The book concludes with suggestions for further reading and an index. (MM)

ED 391 719 SO 025 790

Guthrie, Donna; Bentley, Nancy
The Young Producer's Video Book: How To Write, Direct, and Shoot Your Own Video.
PUB DATE- 95
NOTE- 64p.; Illustrated by Katy Keck Arnsteen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

intervention? Five textbooks were selected based upon the highest number of volumes sold as well as those in use in Virginia. Fifteen selected domestic disorders were investigated for their inclusion in the texts. Basic findings focused on: (1) the explanations of the causes of the disorders; (2) explanations of the issues involved which legitimized the federal intervention; (3) explanation of the delegation of power between the federal and state authorities in determining federal intervention; (4) descriptions of any conflicts between the President and state authorities; and (5) description of the adjudication of the incident. The study concludes that the story of federalism is told only partially in high school U.S. history textbooks' portrayals of federal intervention in domestic disorders. (EH)

ED 391 741 SO 025 888

Tunnell, Michael O.; Ammon, Richard
The Story of Ourselves: Teaching History through Children's Literature.
PUB DATE- 93
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Critical Thinking; Elementary Education; *History Instruction; *Interdisciplinary Approach; Problem Solving; Teaching Methods; Whole Language Approach; Writing Across the Curriculum

This collection of writings by trade book authors, public school teachers, and college-faculty offers support for using children's literature in history education. Divided into three parts, the Introduction asks "Why Teach History to the Young?" (Terrie L. Epstein). Part 1, "The Creative Process," addresses the process of writing and illustrating historical fiction and nonfiction with essays that include: (1) "Perspectives on Historical Fiction" (Joan W. Blos); (2) "Historical Nonfiction for Young Readers: An Artist's Perspective" (Leonard Everett Fisher); (3) "Voices from the Past" (Milton Meltzer); (4) "Finding Ourselves in History" (Pam Conrad); and (5) "Bring 'Em Back Alive" (Russell Freedman). Part 2, "Research and Other Considerations," compares and contrasts history textbooks and trade books by examining content emphasis and coverage, along with other stylistic concerns, in the essays: (1) "The Content and Writing of History in Textbooks and Trade Books" (Carl M. Tomlinson; Michael O. Tunnell; Donald J. Richgels); (2) "'I Wanted to Be There': The Impact of Narrative on Children's Historical Thinking" (Linda Levstik); and (3) "Unmasking the Fiction of History: Children's Historical Literature Begins to Come of Age" (Michael O. Tunnell). Part 3, "Practical Applications," shares teacher-tested strategies for structuring history units around the reading of children's and adolescent literature and includes the essays: (1) "A Look at Other Trade Book Topics and Genres" (Richard Ammon; Diane Weigard); (2) "Approaches for Using Children's Literature to Teach Social Studies" (Judith S. Wooster); (3) "Teaching the Holocaust through Trade Books" (Gail Tunnell; Jeannie Ammon); and (4) "Breathing Life into the Past: The Creation of History Units Using Trade Books" (Anita Downs). (EH)

ED 391 742 SO 025 893

Scott, Carolyn McPherson

organized into four sections. Section 1, "Observation," includes two papers, "Observation Children at a Puppet Theater Performance" (Grace Johnson), and "Manipulations: Clay Construction" (Kim Spradling). Section 2, "Interview" presents: "Interview of an Artist/Engineer" (Karen Hoyt), and "A Depth Interview: Development of an Interest in Art Education" (Christina Thompson). "Ecology", the topic of section 3, is discussed in "Ecological Observation of an Art Gallery" (Priscilla Fenton), and "An Ecological Study of the Art Library" (Janice Johnson). The last section, "Descriptive Survey," includes, "A Descriptive Survey of a Seventh Grade Art Class" (Donna Sharp), and "A Descriptive Survey of Attitudes Toward Art Class" (Marge Stell). (MM)

ED 391 765 SO 026 006

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1983.
PUB DATE- 83
NOTE- 113p.; Published annually. For volumes covering 1981-1987, see SO 026 005-010.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aesthetic Values; Art Activities; *Art Education; Attitude Measures; Attitudes; Childrens Art; *Concept Formation; Elementary Secondary Education; Environmental Influences; Research Methodology; Student Attitudes; Studio Art

Papers by graduate students, and occasionally papers from their mentors which establish a context for the student papers, are organized by sponsoring University. Student papers presented are: (1) "An Overview of the Development Stages in Children's Drawings" (Jeralyn Hufford); (2) "Theories and Activities of Conceptual Artists: An Aesthetic Inquiry" (Luise Morton); (3) "Works of Art, Duration and the Beholder" (Andrea Fairchild); (4) "Arthur Lismer: A Critical Analysis of His Pedagogy in Relation to His Use of the Project Method in Child-Centered Education" (Angela Grigor); (5) "The Distribution of Talent" (James Stewart); (6) "Comparative Case Studies of Two Visually Impaired Students and Their Art Experiences in the Public School" (Carol Becci); (7) "The University Art Style: A Phenomenological Examination of Dominant Painting Styles and the Effect of Ideology on M.F.A. Candidates in Selected Departments of Art" (Laurence Montalto); (8) "Art Education as Apprenticeship: The Art of Making a Chair" (Cynthia Schwarz); (9) "Anxiety and Art Learning" (Amy Phillips); (10) "Printing Poetry in Blissymbols: An Arts-of-the-Book Apprenticeship for Four So-called Moderately Mentally Retarded Persons" (Douglas Blandy); (11) "A Formal Approach to Curriculum Theory Analysis" (Graeme Sullivan); (12) "Heideggerian Ontology: A Philosophic Base for Arts and Humanities Education" (Dian Fetter); (13) "How Young Children Construct Meaning in Everyday Situations" (Priscilla Fenton); (14) "Authenticity and Everydayness" (Christine Thompson); (15) "Case Study: Aesthetic Attitudes and Values of Selected Urban Appalachian Youths" (Bonnie Southwind); (16) "Adolescents' Metaphoric Interpretations of Paintings: The Effects of the Clustering Strategy and the Assessment of Referential Adequacy" (Lois Stockslager); (17) "Educational Implications of Tactility of Art" (Marilyn Wolf); (18) "Relationship, Insights, and Visions: Toward an Understanding of Aesthetic Response of Children"; (19) "Cybernetics and Thematic Actualization in the Visual Arts" (Eric Purvis); (20) "Information Theory Applied to Perceptual Research Involving Art Stimuli" (Kerry Freedman); (21) "The girls, as for younger and older students. The data also indicated that amotivation was the type of motivation most significantly related to GPA for both boys and girls, across all levels of secondary schooling. The findings suggested that development of self-determined motivation in adolescent boys and girls should be an important goal for educators, and that further study of amotivation could lead to better understanding of adolescent academic motivation and perhaps help to identify at-risk students. (Contains 31 references.) (ND)

ED 391 784 SP 036 449

Hinton, Samuel
Kentucky Education Reform: Towards the Practice of Multiculturalism in Teaching.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cultural Pluralism; *Curriculum Development; *Educational Change; Educational Objectives; Elementary Secondary Education; *Multicultural Education; Opinion Papers; Parent Participation; State Departments of Education; State Programs; *Statewide Planning
IDENTIFIERS- *Diversity (Student); *Kentucky

This position paper suggests ways in which the practice of multiculturalism in teaching could be enhanced within the context of Kentucky's school reform. The Kentucky Education Reform Plan advocated high educational goals for students; developed an accountability system that rewarded schools which improved the success of students and intervened in schools that did not; provided for school councils composed of educators, parents, and teachers who made decisions on curriculum, instruction, and school management; increased funding for professional development and technology; established early childhood education programs to help students at risk become better prepared for school; and made changes in structure to reduce politicization of education in many school districts and to correct the financial disparity between wealthier and poorer school districts. The Kentucky Revised Statutes and six learning goals and their implications for multicultural education are summarized. The goals are: (1) basic communication and mathematical skills; (2) core concepts and principles pertaining to science, mathematics, social studies, arts and humanities, practical living skills, vocational studies, and cultural heritage; (3) self sufficiency, adaptability and flexibility, self control and discipline, ethical values, and independent learning; (4) responsible group membership and teamwork; (5) critical thinking and problem solving; and (6) knowledge integration. Pertinent literature on multicultural education is reviewed, looking at the philosophical basis for multicultural education, guidelines for developing multicultural curricula, parental and family involvement, and classroom techniques. Finally, the proposed multicultural education plan is outlined. (ND)

ED 391 785 SP 036 450

Giebelhaus, Carmen R.

NOTE- 49p.; Report presented at the Meeting of the National Staff Development Council (Chicago, IL, December 9-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Faculty Development; *Needs Assessment; Policy Formation; Program Implementation; School Districts; Staff Development; *Statewide Planning
IDENTIFIERS- *South Carolina

This report presents the state, district, and local education staff development objectives in South Carolina, based on defined educational needs assessment. Suggestions include definition of the change process, discussion questions, staff development planning, empowerment, and new opportunities. Each level of the program is based on the concept of RPTIM: readiness, planning, training, implementation, and maintenance. A copy of the South Carolina Leadership Academy Seminars Training Needs Survey is included, the actual program used in one district is described in detail, and a listing of South Carolina area workshops is appended. (NAV)

ED 391 802 SP 036 474

Zenanko, Marsha A; Zenanko, Mike
Teacher Education Students as Tutors for a Diverse K-12 Population: A Model Tutorial Program for University-School Collaboration.
PUB DATE- Jan 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Outreach Programs; Parent Attitudes; *Practicums; *Preservice Teacher Education; Student Attitudes; *Student Educational Objectives; *Tutorial Programs
IDENTIFIERS- Diversity (Student); Jacksonville State University AL; *Preservice Teachers

The Teaching/Learning Center (T/LC) at the Jacksonville State University College of Education (Alabama) is Level 2 in a 5-level teacher education program that is intended to build student competency through reflection and revision of the student's teaching practices. T/LC is a practicum laboratory for preservice teachers and an on-campus, after-school tutoring program for a diverse population of children in grades K-12. It is often referred to as the "center for two learners," that is, for both preservice teachers and students. The T/LC practicum, established in 1992, allows the preservice teacher to interact with children by individualizing a one-on-one tutorial in the university setting and under university supervision. In the last 12 years, the program has proved itself a considerable contribution to the community and to the professional growth of the preservice teachers; follow-up surveys given to graduates reaffirm the program's value in the teacher training effort. Preservice teachers gain additional practice through communication with parents, guardians, teachers, and professors. They gain confidence and self-satisfaction while learning to interact with students from varying backgrounds in a caring and supportive manner. (NAV)

Research/Technical (143)
DESCRIPTORS- *Adventure Education; Educational Experience; Environmental Education; *Experiential Learning; Grade 8; Grade 9; Group Membership; Guidance; *High School Students; Junior High School Students; Middle Schools; Outdoor Activities; Secondary Education; *Self Esteem; Stress Management; Student Attitudes; Wilderness
IDENTIFIERS- *Middle School Students; North Carolina; *Outward Bound

The guidance and counseling department of a western North Carolina middle school wanted to identify more precisely what it was that a week's participation in Outward Bound provided for their students. Outward Bound is an adventure-based, or wilderness-based, educational experience that promotes self-esteem through achievement in a challenging environment. Questionnaires and open-ended interview questions were prepared and administered to 135 eighth-grade students who participated in Outward Bound and 85 ninth graders who had participated the year before. Responses indicated that the overwhelming majority of participants did indeed enjoy a positive experience. The study reinforced the belief of the guidance and counseling department that their students had a positive experience as Outward Bound participants. Approximately 98% of the ninth graders felt that Outward Bound had helped them become more positive and contributing participants in group activities, and 88.2% thought that they were now more capable of accomplishing more challenging tasks. Responses of the eighth graders, who had more recently completed the program, were similar. Three questionnaires are provided. (Contains 20 tables and 20 references.) (Author/SLD)

ED 391 823 TM 024 396

Bosker, R. J.; Guldemond, H.
A Hierarchical Simulation Model To Study Educational Interventions.
PUB DATE- Nov 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Core Curriculum; Educational Environment; Educational Policy; Equal Education; Foreign Countries; Markov Processes; *Mathematical Models; National Curriculum; *School Effectiveness; *Simulation; *Student Characteristics; *Teacher Behavior
IDENTIFIERS- *Hierarchical Analysis; Netherlands; Standard Setting

In previous studies of educational systems, Markov chains have often been used in simulations in which history played no role because all events were described as independent of each other. Mono-level dynamics (i.e., the social context in which learning occurs is ignored) have also been applied to simulations. Educational theories, however, are usually multilevel in nature, since they describe pupil learning as a function of the characteristics of the group in which learning takes place. Moreover, teacher behavior is affected by organizational interventions. A three-level simulation model for educational effectiveness is presented. This mathematical model adequately describes the functioning of standard setting by teachers, which can be seen as the lever for raising performance levels. Experiments with the model show that it is almost impossible to achieve different, and possibly conflicting, policy goals simultaneously. The model is applied to two major educational policy programs in the Netherlands, the introduction of a and 20 references.) (SLD)

ED 391 843 TM 024 659

Clark, Sheldon B.; Boser, Judith A.
Reexamining Traditional Issues in Survey Research: Just How Evil Is the Anathema of Low Response Rate?
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Employment Patterns; *Graduates; Higher Education; *Research Methodology; *Response Rates (Questionnaires); Responses; Sample Size; Statistical Bias; *Surveys; *Teacher Education; *Vocational Followup
IDENTIFIERS- Missing Data; *Nonresponse Bias; University of Tennessee Knoxville

This study was designed to determine the extent to which the results of an employment survey of graduates of a teacher preparation program would have been affected by changes in response rate. At the University of Tennessee, Knoxville, a followup of teacher education program graduates is conducted annually. A total of 284 graduates of the 1992 teacher education program were identified as the target population for the 1993 survey. A total of 184 individuals responded to the mail survey (64.8%), with 33.8% responding to the first wave, 17.2% responding to the second, 6.3% to the third wave, and 7.4% responding late. Telephone calls elicited information from 40 additional persons (14.1%). Supplemental information about employment from other sources resulted in the eventual determination of the occupations of 265 of the 284 individuals (93.3%). There was no evidence that data collected after about 50% of the sample had responded resulted in any meaningful differences in survey results. These results suggest that concentrating on potential nonresponse bias may not be as important as attending to other aspects of survey methodology, such as sample size and questionnaire design. (Contains 2 tables and 28 references.) (SLD)

ED 391 844 TM 024 707

Scott, Leslie A.; And Others
Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders. National Education Longitudinal Study of 1988. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; *Cognitive Processes; Cohort Analysis; Dropout Research; *Dropouts; Educational Attainment; Educational Change; Educational Environment; Educational Practices; Educational Research; Error of Measurement; Followup Studies; Grade 8; Longitudinal Studies; National Surveys; Policy Formation; Research Methodology; School Safety;

Using National Education Goals To Assess Cleveland Public School Performance. Research Report #10.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Comparative Analysis; Dropouts; *Educational Change; Educational Improvement; Educational Objectives; Educational Status Comparison; Educational Trends; Elementary Secondary Education; *High School Graduates; *Low Achievement; Outcomes of Education; *Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH; *National Education Goals 1990

An assessment of the educational status of children and youth attending Cleveland (Ohio) public schools was conducted through analysis of recent trends in the district and a comparison of the performance of students in the Cleveland schools with that of students in other large urban districts, Atlanta (Georgia), Boston (Massachusetts), and San Francisco (California). Goals for educational reform established in Cleveland in its Vision 21 plan were closely aligned with the national urban education goals and the six national education goals defined in 1990. These goals provided the framework for the evaluation of the status of Cleveland school children. Comparing them with students in the other three urban districts made it apparent that Cleveland students fared below average on five of six national education goals and were evidently performing considerably below the national average. Knowing that Cleveland students lag in achievement, attendance, and graduation rates is not enough to bring about improvement. More specific data on how instruction is being conducted at present is required in order to design changes that will promote student outcomes that indicate competence and mastery. (Contains 13 tables and 15 references.) (SLD)

ED 391 865 UD 030 808

Fossey, Richard
African American Students in East Baton Rouge Parish: How Have They Fared in Desegregated Schools?
PUB DATE- 25 Jan 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; *Desegregation Effects; Desegregation Litigation; Educational Environment; Educational History; Elementary Secondary Education; *High School Graduates; *Racial Integration; Resource Allocation; *School Resegregation; Special Education; Suspension
IDENTIFIERS- African Americans; *East Baton Rouge Parish School System LA

Three generations of children have passed through the Baton Rouge (Louisiana) school system since the "Brown" decision (1954) and one generation since the federal court's 1981 desegregation order. The impact of school desegregation on African American children was studied in the East Baton Rouge School District.

DESCRIPTORS- Change Strategies; College Programs; Cost Effectiveness; *Educational Change; Educational Finance; Foreign Countries; *Futures (of Society); Government Role; *Higher Education; Models; Public Policy; Resource Allocation; School Business Relationship; School Restructuring; Tenure
IDENTIFIERS- Malcolm Baldrige National Quality Award; *Twenty First Century; United Kingdom; *University of Michigan

This volume contains six essays on higher education which provide lessons and successful techniques for meeting the challenges of the future. The first essay, "Academic Renewal at Michigan" (James Duderstadt), describes the modern research university as a complex corporate conglomerate in danger of diluting its core business. The successful university, it argues, will maintain the centrality of student learning and faculty scholarship while focusing on transforming these core functions to take advantage of new technologies and respond to changing societal needs. The second essay, "The Future of Academic Tenure" (Richard P. Chait), explains that academic tenure stands on two legs: economic security and academic freedom and both of these are unsteady in the current climate. Third, "Today in Higher Education" (Richard Lester) examines the implications of the wave of industrial restructuring for the academic world. The fourth essay, "Restructuring British Higher Education" (Graeme Davies), examines one country's approach to an important new development on governmental funding for higher education-performance-based resource allocation. Next, "Applying Contribution Margin Analysis in a Research University" (Daniel J. Rodas, and others) describes an internally developed financial statement--the Stanford Cost Model-- that summarizes cost and revenue data in a format highly useful for understanding and analyzing academic programs. In contrast to other cost analyses models, this one focuses on academic activity-the primary "business" of the institution. "Going for the Baldrige: Restructuring Academic Programs" (Dean Hubbard) discuses the Baldrige Criteria, and how Hubbard's institution began the process of incorporating the concepts and criteria into its planning process. Information on the authors is also provided. (JB)

ED 391 453 HE 028 904

Breneman, David W.; And Others
Tidal Wave II: An Evaluation of Enrollment Projections for California Higher Education.
PUB DATE- Sep 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Educational Policy; Enrollment; Enrollment Influences; *Enrollment Projections; Enrollment Trends; Higher Education; Long Range Planning; Public Policy; State Universities; *Statewide Planning
IDENTIFIERS- *California; California Community Colleges; California State University; National Center for Higher Education Management; Rand Corporation; University of California; Western Interstate Commission for Higher Education

In light of various signs indicating significant enrollment growth in California higher education, this study reviewed nine available projections of undergraduate enrollment for California public higher education. The study reviewed enrollment forecasts from the California Department of Finance, the California Postsecondary Education Commission, the University of California (UC), an independent projection

Singapore's favorable climate for the instructional use of computers. (Contains 14 references.) (Author)

ED 391 471 IR 017 619

Glowacki, Margaret L.; And Others
Developing Computerized Tests for Classroom Teachers: A Pilot Study.
PUB DATE- 9 Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; Computer Uses in Education; Courses; Educational Technology; Higher Education; Pilot Projects; *Student Attitudes; Student Surveys; Tables (Data); *Test Format; Undergraduate Students
IDENTIFIERS- Paper and Pencil Tests

Two types of computerized testing have been defined: (1) computer-based testing, using a computer to administer conventional tests in which all examinees take the same set of items; and (2) adaptive tests, in which items are selected for administration by the computer, based on examinee's previous responses. This paper discusses an option for classroom teachers that is easier to develop than a computerized adaptive test, but more secure and sophisticated than a computer-based test. The process of developing and pilot testing the computer-administered test and the results of a survey of student reactions are described. Subjects for the study consisted of 108 undergraduates taking summer educational technology courses in computer applications at a Southern university. Identical items were used for paper-and-pencil and computerized tests. No significant differences were found for either administration. Student responses indicated that: all of the students had familiarity with computers; 94% had no problems understanding the test directions; 53% initially experienced anxiety about taking the test on a computer; 89% indicated that the computer test was as fair as a paper test; and 61% indicated a preference for the computer test, while 19% indicated that both methods worked equally well. Four tables depict results for computerized tests versus paper-and-pencil tests; descriptive data for both kinds of tests; students' yes/no responses to the attitude survey; and examinee's comments regarding computerized testing. (AEF)

ED 391 472 IR 017 620

Vaughan, Misha W.; Hinshaw, M. Joseph
Developing a User Interface for the Converged Information Future.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Broadcast Education Association Annual Conference (Las Vegas, NV, April 7-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Equipment; *Equipment Standards; *Futures (of Society); Information Dissemination; Information Technology; Investment; Models; *Telecommunications; *User Friendly Interface
IDENTIFIERS- Business Literature; Design Methodology;

ED 391 489 IR 017 642

Dennen, Vanessa Paz; Branch, Robert C.
Considerations for Designing Instructional Virtual Environments.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; Constructivism (Learning); Design Preferences; *Educational Media; Experiential Learning; Guidelines; *Instructional Design; *Instructional Material Evaluation; Learning Processes; Mastery Learning; *Multisensory Learning; Sensory Experience; Stimuli; Surveys
IDENTIFIERS- *Virtual Reality; *Visual Design

Virtual reality is an immersive, interactive medium that manipulates the senses in order provide users with simulated experiences in computer-generated worlds. The visual design of virtual reality is an important issue, but literature has tended to stress the medium's instructional potential rather than setting forth a protocol for designing virtual environments. Furthermore, virtual reality is often considered a solution in search of a problem instead of a viable instructional tool. To counteract this notion, a study of technology designers, media experts, and instructional designers was conducted to share ideas and generate data regarding what constitutes an Instructional Virtual Environment (IVE), when one should be used, how best to design one, who should be involved in the design process, and how to evaluate one. Three rounds of Delphi surveys were administered by electronic mail, resulting in expert consensus on several points. Virtual reality (VR) is defined by the computer-mediated experiences it provides, and while it must be interactive, it does not require full immersion. VR should be used in educational situations requiring experience in particular settings, especially to present spatial or abstract information because of the advantages of sensorial feedback. The design of IVEs should consider constructivist learning principles, require a high level of user interaction, and support mastery learning. The design process should involve multi-disciplinary teams, including instructional designers, subject matter experts, end users, computer experts, ergonomic specialists, and artists. Finally, evaluators should study IVEs very thoroughly, examining all aspects of the environment and using many different methods. Qualitative data, focus groups, and comparative analysis are recommended directions for future study. (Contains 29 references.) (BEW)

ED 391 490 IR 017 643

Rood, Carrie
Critical Viewing and the Significance of the Emotional Response.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of

The alphabet can be used as a framework for identifying key issues, ideas, and factors that teachers and students need to consider in developing hypermedia projects. Rather than in alphabetical order, the terms are introduced as they apply to the discussion on the teaching of multimedia skills. The following terms and concepts are highlighted: audience (users); the build-review-revise process; consistency; development of ideas; evaluation; feedback; graphics; help; icons; juristic issue (such as copyright); knowledge of instructional design; learning/instructional styles; metaphor; navigation in the interactive environment; objects; planning; the research question; references; software; terminology; user control; visual effects; webs; "x marks the spot/Y you are here"; and "zoom.". An alphabetical list of the terms, three references, and eighteen suggested readings are provided. (AEF)

ED 391 506 IR 017 659

Gibbs, William J.; Cheng, He Ping
Formative Evaluation and World-Wide-Web Hypermedia.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Formative Evaluation; Graduate Students; Higher Education; Information Networks; Information Retrieval; Interaction; *Online Searching; Pilot Projects; Undergraduate Students; Users (Information); Use Studies
IDENTIFIERS- Help Systems; *World Wide Web

This paper discusses a formative evaluation method by which to assess World-Wide-Web (WWW) documents. Also presented are the results from a pilot evaluation which examined users' interactions with Web documents and the effects of providing "document maps" to guide users to specific information. A video-split screen technique was used to record users interacting with the WWW and to assess the design of associated documents. Three female and two male subjects participated in the study; four were undergraduate students and one was a graduate student. Subjects were given two tasks: (1) to browse through the WWW and locate specific information/documents; and (2) to use and assess Eastern Illinois University's Department of Media Services Web site. At the completion of the session, subjects filled out a survey which collected information on their reactions toward the usefulness of the "document maps" and data related to their computer experience and knowledge of the WWW. Results indicated that the video-split screen method can be an effective means to assess WWW documents. Subjects need to be shown that a "document map" exists for their use and they must be explicitly informed as to its purpose and function. As WWW is used for the delivery of instruction, it is important to provide learners with a means of instructional support. Three figures present sample transcripts from the evaluation sessions and depict the time spent searching (by trials) and the number of times maps were used (by trial). (Contains 18 references.) (AEF)

ED 391 507 IR 017 660

Gibbs, William J.

most effective medium, but electronic presentations are growing in favor; (3) video projection is not heavily used; (4) the biggest weakness of electronic presentations is that you cannot depend on the various electrical components; and (5) Microsoft's PowerPoint software dominates the electronic presentation medium. Eight figures provide information on study results. (AEF)

ED 391 524   IR 017 677

Student Use of Computers. Indicator of the Month.
PUB DATE- Dec 95
NOTE- 4p.; Extracted from "The Condition of Education, 1995."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; Computer Literacy; Computer Uses in Education; Data Analysis; *Demography; Elementary Secondary Education; Ethnicity; Public Schools; Readiness; *School Statistics; Socioeconomic Status; *Student Surveys; Tables (Data); Technological Literacy; *Trend Analysis
IDENTIFIERS- *Access to Computers; *Computer Use; Home Computers

Exposure to computers in school may help young people gain the computer literacy they will need to function effectively in society. The amount of access to computers at home is often directly related to socioeconomic factors. Examining the extent to which students have access to computers either at school or at home may help predict how prepared they will be to enter an automated work force. The demographics of student computer use are outlined: (1) more than two-thirds of all students in grades 1-12 used a computer at home or at school in 1993, with 59% using a computer at school; (2) percentages of students using a computer at school and at home have more than doubled from 1984 to 1993. School use increased from 29% to 59%, while home use went up from 12% to 28%; (3) Whites were more likely than Blacks or Hispanics to use a computer at home or at school. Approximately 40% of blacks and Hispanics did not use computers at all in 1993, compared to 20% of their white counterparts; (4) between 1984 and 1993 the proportions of students in grades 7-12 who used a computer at home or at school increased at similar levels across family income. Two tables are provided, both entitled "Percentage of students who used a computer at school or at home, by selected characteristics: October 1984, 1989, and 1993." Each table groups students by ethnicity and family income level and presents separate data for grades 1-6 and 7-12. The first table offers numerical percentages, while the second illustrates the data with bar graphs. (BEW)

ED 391 525   IR 055 798

McNeil, Beth; Johnson, Denise J.
Patron Behavior in Libraries: A Handbook of Positive Approaches to Negative Situations.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Academic Libraries; *Behavior Problems; Crime; Guidelines; Higher Education; Homeless People; Legal

references.) (BEW)

ED 391 542 IR 055 820

Evans, Anaclare F.
Total Quality Management in Higher Education and Libraries: A Selective Annotated Bibliography.
PUB DATE- 95
NOTE- 11p.; In: Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, DC, April 20-22, 1994); see IR 055 811.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Annotated Bibliographies; Books; *Higher Education; *Library Administration; Periodicals; *Total Quality Management
IDENTIFIERS- Continuous Improvement

This annotated bibliography lists 36 books, reports, and journal articles on total quality management (TQM). Several discuss the implementation of TQM in the library setting. All but one of the sources were published in 1990 or later. Annotations include major themes and arguments, case studies, contents of collected works, and a number of references. (BEW)

ED 391 543 IR 055 821

Adams, Mignon S., Comp.; Beck, Jeffrey A., Comp.
User Surveys in College Libraries. Clip Note #23.
PUB DATE- 95
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; Higher Education; Interviews; *Library Services; *Library Surveys; *Measurement Techniques; Questionnaires; Research Methodology; Student Attitudes; *User Satisfaction (Information)
IDENTIFIERS- Focus Groups

This CLIP (College Library Information Packet) offers a compilation of surveys and other methods of inquiry into user satisfaction submitted by college libraries around the United States developed to obtain feedback from the clientele they serve. In April 1995, surveys were mailed to 265 college and small university library directors, and the response rate was 81% (n=214). A complete presentation of the results follows a brief summary. The contents include: (1) general surveys; (2) surveys adapted from other sources; (3) surveys of online services; (4) surveys on specific areas of the library; (5) facilities surveys; (6) focus groups and interviews; (7) reports; and (8) accompanying documents. (BEW)

ED 391 544 JC 960 060

The Graduate Survey, 1992-93.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

1994, the survey was distributed to students in 66 English Literature and Composition courses, receiving responses from 412 students, of whom 277 were first-semester students and were included in the sample. An analysis of responses revealed the following: (1) 76.9% of the respondents were attending full-time, 50.2% were female, and 77.6% were under the age of 22; (2) 55.2% reported that their primary motive for attending WCC was to transfer to a four-year college, while 23.1% indicated that they wanted to prepare for a first career; (3) 33.8% indicated that they first heard about WCC from a friend or parent, 24.7% from a WCC student, and 23.7% from a high school guidance counselor; (4) 80.5% indicated that the low tuition at WCC was an important factor in their decision to enroll, while 61.2% cited the nearness of the campus to their home; and (5) with respect to future educational plans, 45.8% indicated that they intended to transfer to a four-year college before graduating and 37.9% that they planned to earn a degree. (BCY)

ED 391 561 JC 960 117

Lee, Marcia M.; And Others
Westchester Community College Fact Book--1994.
PUB DATE- 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; College Curriculum; College Faculty; College Transfer Students; Community Colleges; *Educational Finance; *Enrollment; *Enrollment Trends; *Institutional Characteristics; Minority Groups; School Holding Power; Student Characteristics; Teacher Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Westchester Community College NY

Compiled from institutional research reports prepared during 1994, this report provides data on personnel, finances, and enrollment at New York's Westchester Community College (WCC) as of fall 1994. Data tables are provided for the following areas: (1) administration and personnel, including the number and ethnic/gender characteristics of employees and a list of administrative employees; (2) a report on full- and part-time applications received for degree and certificate programs as of October 15, 1994; (3) a 1994-95 budget for WCC and revenues and expenditures for the WCC Foundation, 1989-94; (4) enrollment, revenues, and expenditures compared to 29 other State University of New York community colleges; (5) curriculum, including students enrolled by curriculum area; (6) enrollment, including data on unduplicated headcount, enrollment by division and degree, foreign students, and credit and branch campus enrollments; (7) Equal Opportunity Program students; (8) full-time equivalent students for 1993-94; (9) faculty, including average salaries; number of adjuncts by department; and total numbers of faculty, librarians, counselors, and program specialists in fall 1994; (10) financial aid, 1970-71 to 1992-93; (11) graduates by sex, 1993 and 1994; (12) number of disabled students by curriculum; (13) local high school graduates enrolled; (14) minority enrollment, including demographics of the local county and full- and part-time minority enrollment by curriculum; (15) enrollment by local municipalities; (16) non-credit enrollments; (17) changes in the physical plant, 1986 to 1993-94; (18) retention of students who entered in 1990; (19) numbers of fall 1991 students who returned through spring 1994; and (20) transfer students, including transfers by curriculum and demographic development of practitioners. The paper first distinguishes between the definitions of two terms, development and training. The paper then notes that the effect of current policy initiatives raises an anxiety that far from increases training opportunities and requirements. Thus, paying attention to training is a relatively inexpensive strategy for improving quality. The current levels of training and development paint a worrisome picture of an early years work force because of limited and sporadic funding. Most early childhood workers have no access to training at all. There have been a number of strategies, but it is clear that much needs to be done if the British government is to ensure that early childhood workers have a high standard of training. The paper ends with a review of twelve action initiatives that could raise the level of training and development in order to establish child care as a high-status and professional career. Contains 10 references. (AP)

ED 391 579 PS 023 713

Court, Prudence; And Others
Improving Student Behavior through Social Skills Instruction.
PUB DATE- 4 May 95
NOTE- 79p.; Master's Action Research Project, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; Behavior Patterns; Behavior Problems; Change Strategies; *Classroom Techniques; Educational Environment; Elementary Education; Elementary School Students; Interpersonal Competence; *Intervention; Learning Activities; Skill Development; *Social Behavior; *Student Behavior; Student Characteristics; Student Participation; Student Reaction; Teacher Student Relationship
IDENTIFIERS- *Behavior Management

A program was implemented in an elementary school to improve students' social skills, thereby reducing physically and verbally aggressive behavior and reducing off-task behavior. The targeted population consisted of second, third, and sixth graders in two northern Illinois elementary schools, one situated in a low socioeconomic neighborhood, the other located in a middle class neighborhood in an urban community. The behavioral problems were documented through teacher and student surveys, teacher anecdotal records, and behavioral observation checklists. A review of solution strategies suggested by educational literature, combined with an analysis of the problem setting, resulted in the selection of the following three major categories of intervention: instruction in cooperative problem solving; instruction in conflict resolution; and implementation of a cross-age mentoring-tutoring program. Post-intervention analyses indicated that the intervention improved student behavior. Many students were positively influenced by the strategies, and their social skills improved. Students with severe learning and behavior problems or dysfunctional families were less influenced by this type of intervention than students who were less troubled. (Appendices include copies of the teacher survey, student survey, observation checklist, observer instructions, and lesson plans and ideas. Contains 34 references.) (Author/AA)

ED 391 580 PS 023 714

ED 391 597 PS 023 919

Crase, Darrell; Crase, Dixie R.
Fear of Parental Death: Impact on Young Children.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Child Health; *Childhood Attitudes; Child Psychology; Child Rearing; Children; *Death; Emotional Response; *Fear; Grief; *Mental Health; *Parent Child Relationship; Parents; Stress Management
IDENTIFIERS- *Loss

For adults, fear of death is universal, but young children are exposed to realities of death only infrequently and are often shielded from it by parents. Because parents realize the extent of a child's fear of losing a parent, parents sometimes take precautionary steps, such as avoiding both parents' travelling on the same airplane or designating someone to care for a surviving child. For young children, the greatest source of stress is loss of a parent. Short-term effects of parental death vary, and are readily observed and appropriately addressed. Long-term effects are complex and difficult to ascertain. Some researchers believe loss of a parent should be regarded as a potential developmental problem, but research is contradictory and inconclusive. In general, children who are surrounded by alternative sources of emotional support and understanding tend to adjust well. However, some situations, when interacting with other variables, may exacerbate the grieving process. Finally, children can be taught in a developmentally appropriate way about death and learn that fears about parental loss are normal. (Contains 16 references.) (TM)

ED 391 598 PS 023 921

Bredekamp, Sue, Ed.; Rosegrant, Teresa, Ed.
Reaching Potentials: Transforming Early Childhood Curriculum and Assessment. Volume 2.
PUB DATE- 95
NOTE- 186p.; For Volume 1, see ED 352 160.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; *Course Content; *Curriculum Development; Curriculum Evaluation; Curriculum Research; Early Childhood Education; Educational Objectives; Educational Quality; English Curriculum; Geography; Health Education; Integrated Curriculum; Language Arts; Literacy Education; Mathematics Curriculum; Music Education; National Curriculum; Physical Education; Science Curriculum; Social Studies; Teacher Role; Visual Arts
IDENTIFIERS- National Association Educ of Young Children; National Council of Teachers of English; National Council of Teachers of Mathematics; National Education Goals Panel; National Standards

This book builds on Volume 1 of "Reaching Potentials," which attempted to operationalize the "Guidelines for Appropriate

(ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; *Educational Benefits; *Educational Change; Educational Objectives; Educational Policy; Educational Principles; Education Work Relationship; Elementary Secondary Education; Program Descriptions; Program Implementation; Rural Areas; Rural Education; *Rural Schools; *School Community Programs; School Community Relationship; *Service Learning; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Systemic Change

This report illustrates how community service learning can be used as a vehicle for achieving the goals of education and youth development and, concurrently, how it is highly consistent with the goals of systemic educational reform, particularly in rural schools and communities. Part 1 covers the definition of service learning as a method of teaching and learning; the need for service learning, including a brief historical overview and rationale; the different types of service learning; examples of service learning curricula for elementary and secondary students; the nature of service learning instruction, including the concept of reflection and the issue of assessment; barriers to integrating service learning into curriculum and instruction; and the purported benefits and proven results of service learning. This section also addresses special concerns of rural schools and communities and provides examples of rural service learning initiatives. The second section addresses the convergence of service learning and educational reform and covers definitions of systemic educational reform; linkages between service learning and Goals 2000: Educate America Act and other legislative initiatives; relationship of service learning and school-to-work transition as reform strategies; views of educators regarding the relationship of service learning and systemic reform; descriptions of state-level approaches to service learning in Colorado, Maryland, and Delaware; relationship of service learning to teaching standards and teacher education; and a teacher's insights into how a school's culture can be transformed to include service learning. Appendices include implementation strategies for integrating service learning into curriculum and instruction; a list of resource guides, organizations related to service learning and the National Service-Learning Cooperative Partners; and a description of the K-12 Clearinghouse on Service-Learning. Contains 85 references. (LP)

ED 391 615 RC 020 416

Maldonado-Colon, Elba
Multiple Perspectives Analysis of Second Language Learners of Mexican-Descent Identified As Learning Disabled: Issues of Concern in the Development of Their Language and Literacy. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

*Canada Natives; *Culturally Relevant Education; Cultural Maintenance; Cultural Pluralism; *Educational Change; Educational Philosophy; *Educational Principles; Elementary Secondary Education; Foreign Countries; Higher Education; Racial Relations; *School Community Relationship; Teacher Education; Tribally Controlled Education
IDENTIFIERS- *Canada; Teacher Community Relationship

This collection of 15 writings by Aboriginal and non-Aboriginal educators examines the issues and dilemmas of First Nations education in Canada 25 years after the beginnings of First Nations control of education. Organized around the concept of the Sacred Circle, the essays are grouped into four sections: reconceptualizing First Nations education, connecting with and maintaining our relations, meeting the challenge of incoherence, and transforming First Nations education. Chapters are: (1) "Towards a Redefinition of Indian Education" (Eber Hampton); (2) "Peacekeeping Actions at Home: A Medicine Wheel Model for a Peacekeeping Pedagogy" (Sharilyn Calliou); (3) "Redefining Science Education for Aboriginal Students" (Madeleine MacIvor); (4) "Aboriginal Epistemology" (Willie Ermine); (5) "Quaslametko and Yetko: Two Grandmother Models for Contemporary Native Education Pedagogy" (Shirley Sterling); (6) "Language and Cultural Content in Native Education" (Robert Leavitt); (7) "Learning Processes and Teaching Roles in Native Education: Cultural Base and Cultural Brokerage" (Arlene Stairs); (8) "A Major Challenge for the Education System: Aboriginal Retention and Dropout" (Ron Mackay, Lawrence Myles); (9) "Teacher Education and Aboriginal Opposition" (Rick Hesch); (10) "The Challenge for Universities" (Agnes Grant); (11) "Non-Native Teachers Teaching in Native Communities" (John Taylor); (12) "Treaties and Indian Education" (James sakej Youngblood Henderson); (13) "Taking Control: Contradiction and First Nations Adult Education" (Celia Haig-Brown); (14) "Locally Developed Native Studies Curriculum: An Historical and Philosophical Rationale" (Jo-ann Archibald); and (15) "The Sacred Circle: An Aboriginal Approach to Healing Education at an Urban High School" (Robert Regnier). "Bibliography of First Nations Pedagogy" (Kathy Vermette) lists 189 entries in the categories of learning styles, teaching styles, teacher-community relationship, language and culture, and curriculum and content. Contains references in each chapter, contributor profiles, and an index. (SV)

ED 391 631 RC 020 445

Castle, Emery N., Ed.
The Changing American Countryside: Rural People and Places. Series: Rural America.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 95
NOTE- 583p.; Foreword by Clifton R. Wharton, Jr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economic Change; Elementary Secondary Education; Higher Education; Land Use; Nonmetropolitan Areas; Pastoral Literature; *Poverty; Public Policy; Role of Education; *Rural Areas; Rural Development; *Rural Economics; *Rural Education; *Rural Population; Rural Sociology; *Social Change

This interdisciplinary collection of 26 readings in rural studies aims to address the paucity of information and absence of informed people to advise public debate about rural issues. Sections of the book examine the pastoral tradition in

PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Environmental Education; *Hands on Science; Horticulture; Plant Growth; Plant Propagation; Plants (Botany); Science Programs; *Student Projects; *Trees

The "Kids for Trees" program described in this guidebook is a hands-on natural resource management experience where students raise trees from seedlings to harvest and manage other natural resources in a sustainable manner. Sections of the book include key concepts, getting started, needs of different kinds of trees, learning about potential growing sites, caring for the tree, raising willows, maximizing the educational value, and keeping the program going. Appendices contain a discussion of record keeping and a list of resources. (MKR)

ED 391 652 SE 057 381

Segal, Gilda; Cosgrove, Mark
Promoting Loud Thinking about Light in Elementary School Science.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; Foreign Countries; Learning Strategies; *Light; Observation; Physics; Science Instruction; *Science Process Skills; *Scientific Concepts

In studying young children learning in inclusive environments, we designed ways to enable children to explore scientific knowledge that is usually believed to require later didactic teaching. Aspects of this design under scrutiny here are, first, the capacity of natural learning to lead to effective scientific ideas, and second, further clarification of the role of context. We found that in conversational modes, children were able to generate ideas and theories, to test them (by extended discussion in which they examined the logical consequences of holding those ideas, and by subjecting them to critical tests), and then to generate further theories. In doing so, the role of analogical analysis was especially productive; the simile of moving objects bouncing from a surface helped the idea of light traveling to emerge naturally (a contrary finding to the belief that understanding the propagation of light should precede the study of reflection). In this environment children studied keenly and cooperatively, kept records and critiqued the topic. As a result of this learning our view on the ages at which children might begin to deal with scientific ideas have been revised downwards. (Author)

ED 391 653 SE 057 403

Bibliography of Freshwater Awareness Materials = Documentation sur la sensibilisation a l'eau douce. Bibliographie.
PUB DATE- 93
NOTE- 311p.
LANGUAGE- English; French

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Cognitive Ability; Grade 7; Junior High Schools; *Junior High School Students; *Sex Differences; *Student Interests; Tests; *Values

This empirical study involves three types of "tests": values, interests, and cognitive abilities useful for learning science. It also involves three methods of test-battery construction or use: ipsative (forced-choice), non-ipsative ("normative"), and ipsatived (i.e., normative scores changed to ipsative ones). Scores from ipsatively constructed or ipsatively scored test batteries have no overall level; every examinee earns the same total score. Thus, ipsativity creates strange statistics, but sometimes (as in this study) yields interesting results. For the bright seventh-grade students studied, some of the main findings are as follows: (a) The boys' Theoretical evaluative attitude relates best to the eight cognitive tests, whereas the girls' Aesthetic evaluative attitude relates best; (b) The boys are much more Theoretical, Economic, and Political than the girls, and the girls are much more Aesthetic, Social, and Religious than the boys (the same findings as for college students); (c) The cognitive test scores intercorrelate surprisingly highly, considering the great selectivity of the samples studied; and (d) There is considerable agreement between scores on the intrinsically ipsative Allport-Vernon-Lindzey Study of Values and those on the normative Holland Occupations Checklist (HOC), and even more so when the HOC scores are forced to become ipsative. (Author)

ED 391 675 SE 057 682

Ernest, Patricia S.
Evaluation of the Effectiveness and Implementation of a Math Manipulatives Project.
PUB DATE- 9 Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; High Schools; *Inservice Teacher Education; *Manipulative Materials; *Mathematics Teachers; *Secondary School Teachers

This paper reports on a project to enrich high school algebra and geometry programs through the use of manipulatives. The evaluation design utilized qualitative and quantitative methodology to determine the effectiveness and impact of training with manipulatives on 40 high school teachers. The final evaluation was based on: (1) review of the program proposal; (2) participation in the planning process for the workshops with the project staff; (3) observation of the methodology of the trainers and provisions for participant involvement in each of the workshop sessions; (4) group discussion of classroom implementation strategies; (5) observation of the use of manipulatives in the participants' classrooms; and (6) review of participants' self-reports of student utilization and response to the manipulatives. The project was successful in addressing the stated objectives of instructional aids, information and references, Sea Grant programs, and Internet resources. (JRH)

ED 391 696 SE 057 865

Hartmann, William K.; Cain, Joe
Craters! A Multi-Science Approach to Cratering and Impacts.
PUB DATE- 95
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Secondary Education; Hands on Science; Interdisciplinary Approach; Science Activities; Science Course Improvement Projects; *Space Sciences
IDENTIFIERS- *Craters; Moon; Planets; *Scope Sequence and Coordination

This book provides a complete Scope Sequence and Coordination teaching module. First, craters are introduced as a generally observable phenomena. Then, by making craters and by investigating the results, students gain close-up, hands-on experience with impact events and their products. Real crater examples from the Moon and elsewhere are included to allow students to connect their laboratory experiences to phenomena space scientists investigate every day. Interdisciplinary connections are also developed when students use cratering as a foundation to launch investigations into topics traditionally found in separate disciplines. This book contains many ready-to-photocopy images that enable students to examine images of craters from the Earth, the Moon, or other planetary bodies. Activities are divided into the following sections: discovering craters, making craters, impact distributions, kinetic energy and impacts, impacts on Earth, impacts and the history of life, and impact implications. Appendices include background to cratering, a master materials list, introduction to the CD, and a resources list. (JRH)

ED 391 697 SE 057 867

Kluger-Bell, Barry; And Others
The Exploratorium Guide to Scale and Structure: Activities for the Elementary Classroom.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Inquiry; Interdisciplinary Approach; Investigations; Mathematics; *Measurement; Physics; Science Activities; Science Experiments; *Structural Elements (Construction)
IDENTIFIERS- Scale Analysis

The theme of Scale and Structure (or simply Scale) appears in many state science frameworks and projects of national importance. The major idea of this theme is that a change in scale will affect the nature of the given structure. This book is designed as a guide and set of activities for third- through eighth-grade teachers. The activities included are designed to help students develop a feeling for and an understanding of structure and how it changes with scale change. This book should be considered as a collection of starting points that

DESCRIPTORS- Art Activities; Audio Equipment; Audiovisual Instruction; Editing; Elementary Education; *Film Production; Performance; Photography; *Production Techniques; Scripts; Video Equipment; *Videotape Recordings
IDENTIFIERS- Story Boards

This guide provides young students with seven simple steps for producing videos by combining pictures, sound, and motion to become modern storytellers. Eight types of videos are described. Three sections organize the steps to video production. The section "Pre-Production," gives: (1) "Step One: Choose the Crew. Brainstorm and Decide Topic and Type of Video"; (2) "Step Two: Do the Research. Use the Camera"; and (3) "Step Three: Write the Script. Plan the Storyboard." The "Production" section includes: (4) "Step Four: Direct the Talent"; and (5) "Step Five: Tape the Story." The final section, "Post Production," includes: (6) "Step Six: Edit the Video"; and (7) "Step Seven: Present the Show." The work concludes with sample storyboards, forms, and an index. (MM)

ED 391 720 SO 025 794

Hart, Kate; Bower, Robin, Ed.
I Can Paint!
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; Art Materials; *Childrens Art; Creative Art; Creative Expression; Elementary Education; *Painting (Visual Arts); Trees
IDENTIFIERS- Murals

This book gives detailed information concerning the use of tools and media of paint. It aims at developing skills and knowledge that will allow young students to express themselves by painting. The book is organized into five sections with subheadings, including: (1) "Introduction"; (2) "Exploring Paint As We Use..." with subheadings: "Hands"; "Paint Brushes"; "Cardboard Strips"; "Foam Rollers"; "Found Objects"; "Natural Materials"; and "A Combination of Tools for Expression"; (3) "Exploring Some Aspects of Painting," with subheadings: "Backgrounds"; "Color"; and "Murals and Other Large Paintings." Subheadings for (4) "Exploring More Ideas in Paint" are: "Beginning with a Shape"; "Painting from a Different Point of View"; "Painting Patterns"; "Looking at Space on a Page"; "Outlining Symbols"; "Painting Close Up"; "Painting Texture"; and "Exploring a Topic: Trees." (5) "Creative Expression in Paint: Some Examples" is the concluding section. (MM)

ED 391 721 SO 025 795

The Imagination Machines. Videotape.
PUB DATE- 91
NOTE- Jointly sponsored with the Discovery Channel. 60 minute videotape (1/2 inch VHS format).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Art Education; Computer Graphics; Computer Oriented Programs; Computer Software; *Computer Uses in Education; Elementary Secondary Education; Fine Arts; *Interaction;

Ancient India: The Asiatic Ethiopians.
PUB DATE- 93
NOTE- 31p.; Consists largely of eight "Readings" in the form of lengthy quotations from various published works by other authors.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Ethnic Groups; Foreign Countries; Foreign Culture; *Multicultural Education; *Non Western Civilization; *Religion Studies; Secondary Education; Social Studies; World History
IDENTIFIERS- Ethiopians; *India

This curriculum unit was developed by a participant in the 1993 Fulbright-Hays Program "India: Continuity and Change." The unit attempts to place India in the "picture frame" of the ancient world as a part of a whole, not as a separate entity. Reading materials enable students to draw broader general conclusions based on the facts presented. The Indian culture today is tied together with the glorious ancient past through Hinduism. The eight readings include: (1) "Ethiopian/Kush: The Indian Connection"; (2) "The Glory that was Nubia" ('Smithsonian,' June 1993); (3) "Indus Valley Inhabitants"; (4) "Prehistory and the Indus Civilization"; (5) "Discovery of the Indus Valley Civilization"; (6) "India's Vedic Age"; (7) "Birth and Development of Hinduism"; and (8) "Quest for the Universal One." Activities and handouts accompany the readings. (EH)

ED 391 743 SO 025 894

Bates, William; And Others
Teaching with Primary Sources: Lesson Plans for Creative Teaching in Social Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Univ., Wausau.
PUB DATE- 95
NOTE- 117p.; Appendixes 1-8 consist largely of pages photocopied from other works not well identified. Photographs and some light pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Educational Strategies; Global Approach; Integrated Activities; *Interdisciplinary Approach; Mass Media; *Mass Media Use; *Primary Sources; Resource Materials; Secondary Education; Social Studies; Teaching Methods; *Thematic Approach

This handbook contains lesson plans developed by secondary teachers for working with primary source materials drawn from 20th century novels and motion pictures. Readers are encouraged to adapt these materials to fit their own teaching. Lessons are developed around: (1) "The Jungle," (Upton Sinclair); (2) "Gandhi" (film); (3) "All Quiet on the Western Front" (Erik Remarque and film); (4) "The Grapes of Wrath" (John Steinbeck); (5) "The Mortal Storm" (1940), "Tender Comrade" (1943), and "The Best Years of Our Lives" (1946) to study history through film; (6) "The North Star" (1943), a film to explore film as a reflection of society or affected by society; and (7) "Ben Hur" (1959) as a film to supplement the study of the Roman Empire and the rise of Christianity. Suggestions for activities and evaluations are included. Appendices contain many supplemental materials. (EH)

Visual Arts and Ethnic Transmission" (Arlene Renken). (MM)

ED 391 766 SO 026 007

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1984.
PUB DATE- 84
NOTE- 99p.; Published annually. For volumes covering 1981-1987, see SO 026 005-010.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aesthetic Values; Art; Art Activities; *Art Education; Artists; Attitude Measures; Attitudes; Childrens Art; *Concept Formation; Elementary Secondary Education; Environmental Influences; Gifted; Painting (Visual Arts); Student Attitudes; Studio Art; Talent; Visual Arts; Visual Perception
IDENTIFIERS- Abstract Art; Papermaking; Yoruba Art

Papers by graduate students, and occasionally papers from their mentors which establish a context for the student papers, are organized by sponsoring University. Student papers presented are: (1) "The Relationship of Amount of Experience in Art to Visual Perception and Picture Memory" (Scott Wiley); (2) "In Pursuit of the Idea that the Child Art Process Can be Disclosed" (Nancy Lambert); (3) "Sex Role Stereotyping and Art Education" (Alana Stelker-Horner); (4) "Artistically Talented and Academically Gifted Junior High School Students: A Comparative Study of Their Backgrounds, Interests, and Ambitions" (Charles Gareri); (5) "Papermaking from Selected Malaysian Fibers: An Investigation of Its Artistic Potential through the Creation of Original Paper Artworks" (Chen Teng Beng); (6) "Yoruba Traditional Art: Symbolism and Interpretation" (Moses Fowowe); (7) "Textbooks for Art Education: Functions and Limitations" (James Lomis); (8) "Place and Imaginal Dwelling" (Scott Meyer); (9) "A Penetration of the Historical Theory of Poetic Tropes: A Phenomenological Investigation of the Iconic Historical Field: A Hermeneutic Study" (Bob Troxell); (10) "So, Why Sit Still?" (Steve McGuire); (11) "The Meaning of Art Environments for Art Students" (Joan Yochim); (12) "The Effectiveness of Studio-Based Art Humanities Curriculum" (Susan Atkins); (13) "Missouri Artist Jesse Howard: An Ethnographic Study" (Ann Klesener); (14) "Awareness of the Natural Landscape: A Three-Part Strategy Analyzing the Lives and Works of Landscape Painters for Educational Purposes" (Heather Anderson); (15) "Comparisons of Recognition Capabilities and Preferences for Representational, Abstract, and Non-Objective Paintings" (Kerry Freedman); and (16) "Teachers' Decision Factors in Judging and Planning Discussion Activities for Elementary Art Programs" (Connie Landis). (MM)

ED 391 767 SO 026 008

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1985.
PUB DATE- 85
NOTE- 91p.; Published annually. For volumes covering 1981-1987, see SO 026 005-010.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aesthetic Values; Art; Art Criticism; *Art Education; Art History; Artists; Childrens Art; Design;

Revisiting a Step-Child: Supervision in Teacher Education.
PUB DATE- Feb 95
NOTE- 17p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Cooperating Teachers; Elementary Secondary Education; Feedback; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Teacher Supervisors; *Student Teaching; *Teacher Supervision; Theory Practice Relationship

Field experience has long been considered a valuable component to the professional development of prospective teachers. This paper describes a program to determine whether consistent training and support of the participants in supervised field experiences would impact the overall achievement of prospective teachers and increase each participant's satisfaction with the experience. The program was implemented at 2 universities over a 2-year period, with approximately 30 elementary and secondary student teachers and their cooperating teachers, and 5 university supervisors. Training topics address three main areas: goals and expectations of the teacher education program, roles and responsibilities of each participant, and critical aspects of supervision (conferences, observation strategies, and feedback). Cooperating teachers and university supervisors conducted weekly "formal" observations of their assigned preservice teachers, and student teachers conducted peer observations. Study results indicated increased involvement among all participants: university supervisors made more frequent contacts with cooperating teachers, addressing issues and problems as well as discussing the progress of student teachers; cooperating teachers felt less isolated; and student teachers experienced less anxiety in observations. The outcomes of the supervision process--the feedback--seemed to be enhanced. Findings of the study suggested that it is possible to prepare field-based participants for an experience that encourages taking supervised instructional risks, communicates realistic expectations, and provides developmentally appropriate feedback. (Contains 36 references.) (ND)

ED 391 786   SP 036 451

McQuillan, Patrick J.
Knowing and Empowerment; or, Student Empowerment Gone Good.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cultural Differences; *Educational Philosophy; High Schools; High School Students; *School Organization; *Student Motivation; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Cummins (James); *Diversity (Student); *Student Empowerment

This paper focuses on Frontier High School, a new school designed as an alternative to more traditional schools in its district. While the school is still clarifying its structure and philosophy, it is committed to "honoring diversity," defined in

ED 391 803 SP 036 478

Breisch, Linda; Medina, Noe
TILT: The Institute for Learning & Teaching School Reform through Community-Based Teams.
PUB DATE- Jan 96
NOTE- 53p.; Cover title: "TILT: The Institute for Learning and Teaching. Professional Development of Community-Based Teams."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Innovation; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; *Institutes (Training Programs); *School Community Relationship; Secondary School Teachers; *Summer Programs; Systems Approach; *Teamwork
IDENTIFIERS- Massachusetts Institute of Technology

In the summer of 1993, more that 55 educators from across the United States attended The Institute for Learning and Teaching (TILT) at the Massachusetts Institute of Technology (MIT) in Cambridge (Massachusetts). Teachers, school administrators, and their champions in the community joined MIT students, professors, and professionals from Boston-area businesses and organizations in a professional development experience. Planning and implementing the TILT model had six phases: evaluation and planning; recruitment of community teams; training of TILT staff; conducting the 3-week residential session; supporting teams throughout the school year; and supporting teams long term. TILT offered a unique combination of professional development linked to adult learning; teamwork and collaboration; and integrated, technology-based, multidisciplinary projects. TILT conveyed the concept and importance of understanding systems to its participants through a repeated emphasis on mechanical, organizational, and technological systems. This report describes the TILT program, staffing requirements, planning and implementation, and programmatic components and offers suggestions for duplicating the program elsewhere. Appendixes include a description of the historical background of the program, an application form for attending the program, and actual documentation and results from the 1995 program. (NAV)

ED 391 804 SP 036 482

Physical Education Guide for Secondary Schools.
PUB DATE- Jul 94
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; Body Composition; Curriculum Guides; Foreign Countries; *Health Promotion; *Health Related Fitness; Lesson Plans; Muscular Strength; Physical Development; *Physical Education; Physical Education Teachers; *Physical Fitness; Recreational Activities; Secondary Education; *Sport Psychology

This collaboration between teachers in Saint Lucia (West Indies) and Peace Corps volunteers offers a comprehensive physical

Common Core Curriculum and a program addressing inequality of educational opportunities, the Educational Priority Programme. An appendix contains the source code for the model. (Contains 9 tables, 6 figures, and 28 references.) (Author/SLD)

ED 391 824 TM 024 404

Professional Staff by Assignment, Race/Ethnicity and Gender. Maryland Public Schools, October, 1994.
PUB DATE- 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Educational Administration; Elementary Secondary Education; *Employment Patterns; *Ethnicity; Hispanic Americans; Minority Groups; *Professional Personnel; Public Schools; *Racial Differences; School Districts; *School Personnel; *Sex Differences; Tables (Data); Whites
IDENTIFIERS- *Maryland

This series of tables presents the status of professional employees in Maryland local education agencies as of October 15, 1994 by assignment, race and ethnicity, and gender. The tables show the head counts of males and females in the central office and in elementary, secondary, and middle and combined schools. Staff are further classified according to the race and ethnic categories designated by the Equal Employment Opportunity Commission. The work assignments used in the classifications correspond with position codes defined in the "Staff Reporting System Guidelines for Local School systems in Maryland." The grand total of professional personnel, 55,488, is divided among the state's 23 counties and Baltimore city. The majority (77.9%) are white and female (31,882). Roughly 20% of the state's professional school employees are African American, and 1.8% represent other racial and ethnic groups. A similar breakdown by race is found for central offices, but the numbers of male and female employees are more nearly equal at 799 male employees statewide compared to 770 females. Of the state's 1,286 principals, 913 are white, and 606 are male. (Contains 33 tables.) (SLD)

ED 391 825 TM 024 407

The Fact Book 1994-95. A Statistical Handbook.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Adult Education; American Indians; Ancillary School Services; Asian Americans; Blacks; College Bound Students; Dropouts; *Educational Finance; Elementary Secondary Education; *Enrollment; Enrollment Trends; Expenditures; Hispanic Americans; *Private Schools; *Public Schools; Racial Differences; School Personnel; *School Statistics; Special Education; Student Characteristics; Tables (Data); Teacher Characteristics; *Test Results; Vocational Education; Whites
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Maryland; Scholastic Aptitude Test

This handbook presents statistics about the public and private schools of Maryland. In 1994 there were 790,938 public school students and 156,582 nonpublic school students in the state,

Secondary Education; *Student Attitudes; Thinking Skills
IDENTIFIERS- *National Education Longitudinal Study 1988;
*Transition Time

This report describes the growth in cognitive skills and achievement, and the continuities and discontinuities experienced in school and at home by the eighth-grade cohort of the National Education Longitudinal Study of 1988 (NELS:88) during the 2 years between the study's base year (1988) and the first-followup (1990) surveys. The report examines school change in view of the almost universally experienced transition to high school, with findings about patterns of school transition and changes in students' perceptions of safety and overall learning environment. Major changes in home life and family are also outlined. Finally, the report examines the tested achievement of the cohort by exploring gains and the content areas in which they occurred. By the followup, about 6% of the students were no longer in school, and half reported that they left simply because they did not like school. In terms of simple achievement gains, students gained in all four subject categories of science, mathematics, social studies, and reading comprehension, although gain patterns were complex. Data from NELS:88 and its followups are a rich source of information for policy makers and education practitioners. Four appendixes discuss standard errors, research methodology, an overview of the program, and an annotated bibliography of 30 NELS:88 publications. (Contains 14 tables, 40 figures, and 70 references.) (Author/SLD)

ED 391 845 UD 030 787

Harkness, Sara, Ed.; Super, Charles M., Ed.
Parents' Cultural Belief Systems: Their Origins, Expressions, and Consequences.
PUB DATE- 96
NOTE- 572p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beliefs; Child Development; *Child Rearing; Cross Cultural Studies; Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Traits; Ethnic Groups; Ethnography; *Etiology; Foreign Countries; *Parent Attitudes; Parent Child Relationship; Parent Role
IDENTIFIERS- French Polynesia; Italy; Japan; Mexico; Nepal; Netherlands; Nicaragua; Nigeria; Sweden; Tanzania

This volume presents observations and thinking of scholars from a variety of disciplines about parental cultural belief systems. The chapters are concerned with the sources and consequences of parental ethnotheories in a number of societies. The following chapters are included: (1) "Introduction" (Sara Harkness and Charles M. Super); (2) "Parents' Free Descriptions of Child Characteristics: A Cross-Cultural Search for the Developmental Antecedents of the Big Five" (Geldolph A. Kohnstamm, Charles F. Halverson, Jr., Valerie Havill, and Ivan Mervielde); (3) "Processes of Generalization in Parental Reasoning" (Jaan Valsiner and Gorjana Litvinovic); (4) "The Answer Depends on the Question: A Conceptual and Methodological Analysis of a Parent Belief-Behavior Interview Regarding Children's Learning" (Irving E. Sigel and Myung-In Kim); (5) "Essential Contrasts: Differences in Parental Ideas about Learners and Teaching in Tahiti and Nepal" (Robert I. Levy); (6) "How Do Children Develop Knowledge: Beliefs of Tanzanian and American Mothers" (Ann V. McGillicuddy-De Lisi and Subha Subramanian); (7)

For the student body as a whole, graduation rates have declined slightly, stabilizing at about 60%. African American graduation rates have ranged from 50 to 65% over the time period. African American students have been, and remain, far more likely to be suspended than any other race. About half the African American students attending district middle schools in 1992-93 received at least one suspension. African American students are disproportionately represented in district special education programs. Racial isolation is increasing in the schools, with predominantly white gifted and talented students in one set of classes and the general school population, largely African American, in another set of classes. Increasing amounts of human and financial resources are being poured into the district, but it is evident that conditions have not improved for African American students in Baton Rouge. Findings suggest that now is the time to reexamine the way African American students are being educated in Baton Rouge. (Contains 13 references.) (SLD)

ED 391 866 UD 030 809

Van Oudenhoven, Nico; Wazir, Rekha
Youth Policies and Programmes. Strategies for Internationalization and Dissemination.
PUB DATE- Jan 96
NOTE- 23p.; Paper presented at the International Conference "Challenge for Change--3" (Amsterdam, Netherlands, January 10-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Criteria; Elementary Secondary Education; Experience; Foreign Countries; *Information Dissemination; Information Networks; International Cooperation; *International Educational Exchange; *Policy Formation; Program Development; Public Policy; Youth Problems; *Youth Programs
IDENTIFIERS- Contextualism; Research Replication; Stakeholders; Universalism

This paper reviews the key issues and methodologies involved in the effort to internationalize youth policies and programs so that the exchange of information and experience could provide useful ideas for others. Related general processes of knowledge transfer and dissemination and the more specific strategies involved in replication and going-to-scale are examined. Section 2 provides a discussion of the global commonalities and local specificities of youth issues. Section 3 emphasizes the need for a corresponding international connectedness in developing responses as well as the possibility of learning from each other. Different approaches to these issues and related strategies are reviewed in sections 4 through 8, where a distinction is explicitly drawn between the universalist and the contextualist schools. The final section lists criteria for guiding practices with respect to coordinated policy formation and action. These criteria stress the importance of networking and the involvement of stakeholders. (Contains 59 references.) (SLD)

ED 391 867 UD 030 810

Hughes, Mark Alan
Over the Horizon. Jobs in the Suburbs of Major Metropolitan Areas. Background Paper.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and

prepared for the UC campuses, California State University, California Community Colleges, the RAND Corporation, the National Center for Higher Education Management Systems, and the Western Interstate Commission on Higher Education. The study concluded that California should plan for a total undergraduate enrollment increase of about 488,000 students in the next decade, an increase from a total of 1.7 to 2.2 million students. This includes growth of about 29,000 students at the University of California, 74,000 students at the California State University, and 385,000 at the California Community Colleges. Forecasts were made in light of California's historical policy of assuring higher education opportunity for those who are motivated and qualified. The study also noted that this policy significantly drives enrollment projections, that there was significant agreement among the different projections, that segmental policies impact other segments, and that segmental policies affect "demand" for educational services. An appendix lists panel-members who conducted the review. (JB)

ED 391 454   HE 028 905

Wilkie, Carolyn J., Ed.
Selected Proceedings of the Annual Conference of the Pennsylvania Association of Developmental Educators (13th, April 21-22, 1994).
PUB DATE- Mar 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; College Students; Curriculum Design; *Developmental Studies Programs; Economically Disadvantaged; Educationally Disadvantaged; Females; Goal Orientation; Higher Education; *High Risk Students; Learning Disabilities; Nontraditional Students; Outreach Programs; Peer Teaching; Reentry Students; Research Papers (Students); Special Needs Students; *Student Development; Student Motivation; Student Placement; Summer Programs; Tutoring; Writing Instruction
IDENTIFIERS- Conation; Empowerment; Pennsylvania

This publication contains 11 conference papers on topics in developmental education. "The Conation Cycle: From Goal to Finished Product" (Joanne Cree Burgert) is on motivation and a learning skills class. "Student Empowerment and Awakening Through Effective Placement Exams" (Robert Holderer) introduces the Modified Primary Trait Scoring System. "Summer Start: A Program to Equalize Accessibility and Responsibility for 'At Risk' Students Pursuing Higher Education" (Lou Tripodi, and others) describes a program at Clarion University in Pennsylvania. "Before Action, Thought: Basis Premises That Inspire Summer Programs" (Robert Miedel) describes a traditional introductory English course that added components to teach writing, critical thinking, and study skills. "Finally, A Way In: Case Writing and Educational Accountability" (Joan Mims) explores how teachers can share pedagogical responsibility through case writing. "Empowering Students with Learning Disabilities: A Partnership Between Students, Faculty, Counselors, and Disabled Student Services Providers" (Joan Sasala) describes the roles and aims that should be assigned to faculty and counselors helping the learning disabled. "Undergraduate Reentry Women's Perceptions of the Classroom Environment" (Caroline Wilkie and Sandra Dean) describes a study which found that reentry women faced negative feelings about themselves much more than reentry men did. "Six

*Standardization

The future of telecommunications is at a very uncertain stage: how will information be delivered, with what hardware, and who will manage delivery and content? One thing is certain: the survival of new communication technologies will depend in part on user-friendly interfaces. In whatever form services arrive at the house, their interfaces will need to be uniform and easy to use. The first part of the paper chronicles cases of corporate investment in user-friendly design and summarizes arguments in the popular and academic literature about good interface design. The question of whether an interface is "standardizable" is addressed in part 2, including discussions of the possibility of standardizing at the point of delivery for a system that might be pluralistic or multiplatform, and of possible guidelines for standardizing an interface. Part 3 puts forward several models for creating such a standardized interface--a government model, a private industry/free market model, and a professional association model--and arrives at qualities needed in an optimal model. (Contains 45 references.) (Author/BEW)

ED 391 473 IR 017 621

Nejad, Mahmoud Arshadi
Affects of Age and GPA on Learning Electronics via Computer Simulation-Based and Traditional Instruction.
PUB DATE- Nov 95
NOTE- 19p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age; *Computer Assisted Instruction; *Computer Simulation; Computer Software; Computer Uses in Education; Electronics; *Grade Point Average; Higher Education; *Instructional Effectiveness; Performance Factors; Research Methodology; Technology Education; Undergraduate Students

With the advent of the microcomputer has come an increase in the use of educational simulations. Distinct from software used for drill and practice, tutorials, or problem-solving, simulation software recreates events, devices, or phenomena and can provide the student with a scientific experience which might otherwise be too expensive, dangerous, or time-consuming. This paper reports the results of an experimental study (n=28) designed to measure the effectiveness of computer simulations in a solid state electronics circuitry course in an industrial technology program. The study treated age and college grade point average (GPA) as independent variables and learning outcome, based on posttest scores, as the dependent variable. Findings revealed that neither age nor GPA had a significant impact on learning via simulation technology, although the researcher recommends replicating the study with a larger sample size over a longer duration. Three tables offer a glimpse of the data. (Contains 17 references.) (Author/BEW)

ED 391 474 IR 017 622

Ely, Donald P., Ed.; Minor, Barbara B., Ed.
Educational Media and Technology Yearbook, 1995/1996. Volume 21.
PUB DATE- 96
NOTE- 409p.; For the 1994 yearbook, see ED 374 787.

the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; *Aesthetics; Art Appreciation; Audience Response; *Cognitive Processes; Critical Thinking; *Critical Viewing; *Emotional Response; *Mass Media Effects; Persuasive Discourse; Verbal Communication; *Visual Literacy
IDENTIFIERS- Aesthetic Response; Manipulable Influences; *Visual Imagery

Within the scholarly debate about the value of visual literacy is the belief that visual literacy bestows the skill of critical viewing, or conscious appreciation of artistry along with the ability to see through manipulative uses and ideological implications of visual images. Critical thinking is commonly viewed as argument skills, cognitive processes, intellectual development, or a combination thereof. Consideration of the emotional response to the visual image is often absent from these perspectives. The structural theory of emotions considers emotions the internalized relation to the world, a kind of transaction between the individual and his environment. Those relations to people, nature, and art are transformed as emotions move individuals to action. This theory also postulates that the aesthetic experience resides in the interrelation between the mind of the viewer and the image or object being viewed; beauty is not objectively or discretely present in either one. The advertising industry uses the emotionality of the artistic tradition to exploit the consumer. In addition to objective skills of rhetoric and argumentation, therefore, critical viewers may need knowledge of persuasive communication techniques. (Contains 22 references.) (BEW)

ED 391 491 IR 017 644

Mikovec, Amy E.; Dake, Dennis M.
Tying Theory To Practice: Cognitive Aspects of Computer Interaction in the Design Process.
PUB DATE- 95
NOTE- 17p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains figures that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Design; Computer Software; Creative Activities; *Educational Media; Feedback; Instructional Innovation; Instructional Materials; *Learning Processes; Models; Problem Solving; *Theory Practice Relationship; Three Dimensional Aids; *Visual Arts
IDENTIFIERS- *Creative Problem Solving; Design (Engineering); Design Technology; Linear Models; *Visual Design

The new medium of computer-aided design requires changes to the creative problem-solving methodologies typically employed in the development of new visual designs. Most theoretical models of creative problem-solving suggest a linear progression from preparation and incubation to some type of evaluative study of the "inspiration." These models give a communicable structure to infinitely variable creative experiences, but that perspective may need to be altered in the integration of

Computer-based Testing and Strategies for Distance Learning.
PUB DATE- 95
NOTE- 7p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Computer Software Development; Distance Education; Educational Technology; Feedback; *Programmed Instructional Materials; Student Reaction; *Teacher Developed Materials; Teacher Education; *Test Construction
IDENTIFIERS- *Test Analysis

TestMaker is a project in which computer-based programs are being developed to help educators create tests. The program was designed as an instructional and developmental tool for teacher-education students. TestMaker consists of four modules: Advisement; Test Creation; Student Test; and Presentation Analysis. The Advisement module runs concurrently with the Test Creation module and provides users with system-generated advice and user-selected advice related to effective test construction. All question items, correct answers, alternatives, and feedback created in the Test Creation module are presented in the Student Test module; during testing, student responses, elaboration and instructional time are recorded in a file which can later be reviewed by the instructor. The Presentation Analysis module was designed as a presentation tool for distance learning; it assists in the analysis of questions by allowing the instructor to log the number of students agreeing and disagreeing with each question alternative. Future developments with the TestMaker project will investigate the possibility of testing students at remote distance learning sites. (Contains 11 references.) (AEF)

ED 391 508 IR 017 661

Hagerty, Robert E.
The Elements and Principles of Visual Organization.
PUB DATE- 95
NOTE- 6p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Geometric Constructions; *Illustrations; *Nonverbal Communication; Organization; *Slides; Workshops
IDENTIFIERS- Line (Visual Arts); Shapes; University of Cincinnati OH; *Visual Communication; *Visual Compositions

A slide-lecture, "The Elements of Visual Organization," was developed and presented at four weekend workshops for faculty from all areas of the University of Cincinnati's campus. Twenty-nine computer-generated slides were designed to illustrate the role of visuals as a medium of communication. Some were black and white and others were color; all were based on a single, non-objective composition. The slide presentation was

Responsibility; *Library Planning; *Library Policy; Mental Disorders; Older Adults; Public Libraries; Sexual Harassment; Sexuality; *Users (Information); Young Adults

This book provides strategies for dealing with negative patron behavior in the library and presents guidelines for identifying and effectively responding to, as well as preventing a variety of behavior problems. Fifteen librarians wrote the thirteen chapters, which are divided into three sections. Part 1 deals with patrons who pose the most challenges and why, part 2 discusses legal and social issues, and part 3 focuses on the solutions. The chapters are: (1) "Down and Out in the Reading Room: The Homeless in the Public Library" (Bruce A. Shuman); (2) "Mentally Ill Patrons" (Charles A. Salter and Jeffrey L. Salter); (3) "Opposites Attract: Young Adults and Libraries" (Patrick Jones); (4) "Older Adults: Problems and Needs" (Linda Marie Golian and Linda Lou Wiler); (5) "Deinstitutionalized and Disabled Patrons: Opportunities and Solutions" (Fay Zipkowitz); (6) "Problems with Patrons in the Academic Library" (Emerita M. Cuesta); (7) "Crime in Academic Libraries" (Mary M Harrison, Alison Armstrong, and David Hollenbeck); (8) "Legal Issues regarding Library Patrons" (Katherine Malmquist); (9) "Sexual Harassment in the Library" (Denise J. Johnson); (10) "Sexual Behavior in Libraries" (Denise J. Johnson); (11) "Active Listening: Alleviating Patron Problems through Communication" (Nathan M. Smith); (12) "Developing and Implementing a Patron Behavior Policy" (Linda A. Morrissett); and (13) "Literature on Library Patrons: An Annotated Guide" (Beth McNeil). A biographical sketch on each of the contributors and an index are also included. (AEF)

ED 391 526   IR 055 799

Intellectual Freedom Manual. Fifth Edition.
PUB DATE- 96
NOTE- 393p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Access to Information; Activism; *Censorship; Confidential Records; Court Litigation; Decision Making; *Freedom of Information; *Information Policy; *Intellectual Freedom; Legislation; *Libraries; Lobbying; Moral Issues; Political Influences; Political Issues; Privacy; Public Policy; Public Relations; Users (Information)
IDENTIFIERS- American Library Association; Buckley Amendment; Hazelwood School District v Kuhlmeier; Library Bill of Rights; Multicultural Materials

This manual is designed to help librarians anticipate and resist censorship of library materials, how to handle complaints, and how to write legislators effectively. Part I, "Library Bill of Rights," and Part II, "Protecting the Freedom to Read," present the text and historical development of the American Library Association's (ALA) intellectual freedom policies, including interpretative discussions of: barriers to information access based on age, gender, sexual orientation, physical disability, or economic disadvantage; diversity in the library collection; patron confidentiality, and developing guidelines for user behavior. Advance preparations for censorship resistance, like developing policy and procedures and raising public awareness of intellectual freedom, are covered in the third section. Part

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Predictor Variables; Program Effectiveness; Program Evaluation; Salaries; Student Characteristics; Student Educational Objectives; Student Personnel Services; *Success; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Saint Petersburg Junior College FL

In 1994, St. Petersburg Junior College (SPJC), in Florida, conducted a survey to determine the level of satisfaction with programs and services among graduates from 1992-93, the extent that graduates achieved their goals, and factors affecting goal achievement. Telephone and mail surveys resulted in responses from 1,358 of the 2,595 1992-93 graduates. An analysis of responses revealed the following: (1) 85.7% of the graduates felt that their overall experience at SPJC was very valuable or somewhat valuable, and 83.4% were very or somewhat satisfied with programs and services; (2) over 92% of the respondents indicated that they had achieved their goal; (3) of the 66% of graduates attending a four-year college, 94% had associate of arts (AA) degrees and 55% reported enrolling in the same major as at SPJC; (4) 79% of the graduates reported that they were employed, with 92.1% of associate of science (AS) and 75.1% of AA graduates indicating that they worked; (5) AS graduates employed full-time had higher income earnings than AA graduates, with annual salaries averaging over $30,000; (6) 92.7% of the AS graduates were working in their preferred field; and (7) while graduates with higher grade point averages had higher rates of goal achievement, no student demographic characteristics were found to be related to achievement. The survey instrument, response rates by program, and student comments are appended. (TGI)

ED 391 545   JC 960 070

Day, Philip R., Jr.
Education Conference of the Gulf of Mexico Accord (1st, Daytona Beach, FL, September 28-30, 1995). Interim Report.
PUB DATE- Sep 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Curriculum Development; Distance Education; *Economic Development; *Educational Development; Educational Economics; *Educational Improvement; Foreign Countries; Government School Relationship; *International Cooperation; Needs Assessment; *Partnerships in Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Gulf of Mexico Accord 1995

Under the auspices of the North American Free Trade Agreement, five states in the United States and six states in Mexico established the Gulf of Mexico Accord to create a working partnership to foster economic development in the Gulf of Mexico. The agreement addresses six major sectors: investment; communication and transportation; health; education and culture; agriculture, fishery, and forestry; and tourism. Florida's Daytona Beach Community College was assigned the lead for the education and culture sector, and as part of the Accord's efforts held the First Education Conference in September 1995. One significant outcome of the conference was characteristics and the WCC transfer rate. (BCY)

ED 391 562 JC 960 118

Hankin, Joseph N.
Westchester Community College President's Report: 20-Year Review.
PUB DATE- 15 Mar 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; *College Faculty; *College Graduates; Community Colleges; Credit Courses; *Educational Finance; *Enrollment; Enrollment Trends; Facility Improvement; Full Time Equivalency; *Institutional Characteristics; Noncredit Courses; Student Characteristics; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

This report by the president of Westchester Community College (WCC), in New York, presents an overview of the college's accomplishments from 1970 to fall 1994, highlighting trends in enrollments, faculty, and finances. After a brief introduction describing WCC's mission, programs, facilities, and growth, factual summaries are presented for the following areas: (1) student headcount enrollment in credit and non-credit courses from 1985 to 1994; (2) full-time equivalent enrollments from 1985 to 1994; (3) student characteristics from 1970 to 1994, including gender, age, and minority group status; (4) students' state and county of residence in fall 1993; (5) number of students from Westchester High School from 1985 to 1994 and from county cities and towns for fall 1992 and fall 1994; (6) graduate outcomes from 1989 to 1993; (7) number and types of administrative and faculty positions in fall 1994; (8) faculty rank, teaching quality, and highest degree earned by faculty in fall 1994; and (9) WCC revenues and expenditures for 1993-94. The bulk of the report consists of 43 appended tables providing specific data on the information provided in the factual summaries. A glossary of terms is included. (BCY)

ED 391 563 JC 960 119

Lee, Marcia M.
SUNY Student Opinion Survey, 1994, Sections I-IVB: Student Characteristics, Why Students Select Westchester Community College, College Services & Facilities, Faculty & Classroom, and College Climate.
PUB DATE- Jun 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Environment; Enrollment Influences; *Participant Satisfaction; *School Effectiveness; School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

Each year, students at State University of New York community colleges are surveyed regarding their general characteristics, reasons for attending their college, and perceptions regarding their college. This report provides results from five sections of the spring 1994 survey of Westchester Community College (WCC) students and includes comparisons to results from a 1991

Kristin, Maureen; And Others
Improving Primary Student Motivation through the Use of Cooperative Learning Strategies and the Teaching of Organizational Skills.
PUB DATE- 1 May 95
NOTE- 127p.; Master's Field-Based Program, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Organization; *Classroom Environment; *Classroom Techniques; *Cooperative Learning; Intellectual Development; Learning Activities; Learning Strategies; *Primary Education; *Student Motivation; Student Participation; Teamwork; Thinking Skills
IDENTIFIERS- Organizational Behavior; *Organizational Skills

A program was implemented for improving student's motivation in order to increase their performance and self-esteem. The targeted population consisted of primary grade students in middle-class communities within the southwest suburbs of Chicago. Analysis of probable cause data revealed students' lack of skills related to organization, communication, and peer interaction. Faculty reported student deficiencies in active listening and problem-solving skills. Review of instructional techniques revealed that a variety of teaching strategies to meet the needs of many types of learners within the classroom were not being employed. An analysis of the problem setting resulted in the selection of two major categories of intervention: (1) an increase in instructional emphasis on organizational skills and implementation of cooperative learning strategies in student learning tasks. Follow-up assessment indicated that the students showed a marked increase in the use of the targeted organizational skills. As a result of cooperative learning strategies used in the classroom, task-related behaviors also showed improvement. The number of parent contacts decreased. All facets of student work, including test scores, revealed greater productivity. (Three appendices include copies of the informed consent and parent-child survey, a behavioral checklist, a student self-assessment form, and materials used to promote cooperative learning. Contains 59 references. (AA/Author)

ED 391 581 PS 023 715

Greenberg, Roxanne Nathan; And Others
Self-Esteem Enhancement through Adult Role-Model Intervention.
PUB DATE- Apr 95
NOTE- 68p.; Master's Action Research Final Report, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Childhood Attitudes; Cognitive Processes; Educational Environment; Elementary Education; *Elementary School Students; *Intervention; Modeling (Psychology); *Parent Child Relationship; Parent Participation; Parent Role; Personality Traits; Program Effectiveness; *Role Models; School Role; *Self Concept; *Self Esteem; Self Evaluation (Individuals); Student Characteristics

Children from four elementary schools in Illinois were participants in the implementation of a project intended to improve their self-esteem through adult role-model

Curriculum Content and Assessment" set by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Volume 2 elaborates on the guidelines, including describing what content is of most worth, what content goals are accepted by educators and have the greatest intellectual integrity, what content goals are the most reasonable and attainable. This volume's purpose is to describe curriculum content by subject matter, focusing on ages 3-8. Each chapter takes current views of curriculum content exemplified in national standards and places them in developmental perspective. For each content area various perspectives regarding curriculum planning are covered. Emphasis is given to conveying important knowledge specific to a discipline and to considering how and when children develop and learn. The chapters are the following: (1) "Introduction" (Sue Bredekamp; Teresa Rosegrant); (2) "Reaching Potentials Through National Standards: Panacea or Pipe Dream?" (Sue Bredekamp; Teresa Rosegrant); (3) "Reaching Potentials Through Transforming Curriculum, Assessment, and Teaching" (Sue Bredekamp; Teresa Rosegrant); (4) "Transforming Mathematics Curriculum" (Kathy Richardson; Leslie Salkeld); (5) "Transforming Science Curriculum" (Sally J. Kilmer; Helenmarie Hofman); (6) "Transforming Health Curriculum" (Charlotte Hendricks; Connie Jo Smith); (7) "Transforming Curriculum in the Visual Arts" (Christine Marme Thompson); (8) "Transforming Curriculum in Music" (Barbara Andress); (9) "Transforming Curriculum in Social Studies" (Carol Seefeldt); (10) "Transforming Physical Education Curriculum" (David L. Gallahue); (11) "Transforming Curriculum in Language and Literacy" (Kathryn F. Whitmore; Yetta Goodman); and (12) "Transforming Curriculum Organization" (Sue Bredekamp; Teresa Rosegrant). (BGC)

ED 391 599 PS 023 922

Chapin Hall Center for Children at the University of Chicago Projects: Fall 1995.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; *Child Health; Children; Child Support; *Child Welfare; *Community Support; Disadvantaged; Family Programs; Foster Care; Foundation Programs; Health Programs; Program Descriptions; *Social Services; Social Support Groups; Well Being
IDENTIFIERS- Family Preservation Services; Family Support; University of Chicago IL

This report consists of brief descriptions of projects that, for the most part, are current or were completed in the last 3 years by the Chapin Hall Center for Children at the University of Chicago. The first section, "Problem-Oriented Services for Children and Families," describes 27 studies involving children's problems and the systems and services designed to address them. Projects studied addressed the child welfare system, child health and well-being, substitute care and adoption, family preservation and family support, mental health, and the juvenile court system. The second section, "Community-Based Supports for Children and Families," describes 33 studies concerned with the development and well-being of all children, usually with a community orientation; many of these

DESCRIPTORS- Academic Achievement; Early Experience; Educational Environment; Elementary Education; *Elementary School Students; *Language Proficiency; *Learning Disabilities; Limited English Speaking; *Mexican American Education; *Mexican Americans; *Second Language Learning; Special Education
IDENTIFIERS- *Hispanic American Students; Latinos

This report examines patterns related to academic performance and language development in the lives of 16 children of Mexican descent in grades 3-5 who were identified as learning disabled. Research questions focused on factors that made these students eligible for referral for learning disabilities, patterns in the development of students' oral and literacy skills, and how such factors and patterns impact on their future opportunities for language and literacy development and advanced academic success. Data collection included review of student academic records; interviews with students, parents, teachers, and other staff; and oral reading sessions with each student. Findings do not address whether the students were, in fact, learning disabled. However certain generalizations emerged. All children began school anxious to learn but were overwhelmed as instruction became meaningless due to incomprehensible input. Because students had developed basic English language abilities appropriate for contextualized environments, teachers overestimated their abilities to handle context-reduced texts that rely on previous experiences and higher levels of language proficiency for construction of meaning. Noticing limited progress, teachers suspected disability. Parents were not aware of the demands the curriculum made on their children, nor of the level of linguistic skills necessary to succeed in school. Children's early experiences with reading and language were limited. Homework and much classwork was out of the zone of proximal development of these learners and their parents. Special education interventions were too restrictive to promote change, given these learners' characteristics and needs. Recommendations are offered for policy makers, practitioners, and parents. Contains 85 references and interview questions. (SV)

ED 391 616 RC 020 417

Direct Funding through Block Grants. Oversight Hearing on Providing Direct Funding through Block Grants to Tribes To Administer Welfare and Other Social Service Programs. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Fourth Congress, First Session.
PUB DATE- 5 Apr 95
NOTE- 251p.; Several attachments in appendix contain small, light, or smeared type.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indians; *Block Grants; *Child Welfare; Delivery Systems; *Federal Aid; Federal Indian Relationship; Federal Programs; Hearings; Self Determination; Social Services; Tribal Government; *Tribes; *Welfare Services
IDENTIFIERS- Congress 104th; *State Tribal Relationship; Tribal Management; Welfare Reform

A hearing before the Senate Committee on Indian Affairs received testimony concerning the feasibility of providing direct federal funding through block grants to tribes and the ability of tribes to administer local welfare and social services programs. An Assistant Secretary of the Department of Health and Human Services (DHHS) listed federal human services programs with specific funding allocations for Native literature; the changing nature of the countryside; money, jobs, and space; distress and poverty; regional and ethnic diversity; and the rural social and institutional context (including education). Chapters are "The Forgotten Hinterlands" (Emery N. Castle); "Land and Word: American Pastoral" (William Howarth); "The Urban Invasion of Rural America: The Emergence of the Galactic City" (Peirce Lewis); "'Rural' and 'Farm' No Longer Mean the Same" (John Fraser Hart); "Population Change in Nonmetropolitan America" (Glenn V. Fuguitt); "The Location of Economic Activity in Rural and Nonmetropolitan United States" (Edwin S. Mills); "The Use and Management of Rural Space" (Pierre Crosson); "Extractive Industries and Rural-Urban Economic Interdependence" (Bruce A. Weber); "Finding Rural Success: The New Rural Economic Landscape and Its Implications" (Mark Drabenstott, Tim R. Smith); "Understanding Trends in Rural Labor Markets" (Gene F. Summers, Francine Horton, Christina Gringeri); "Persistent Rural Poverty" (Gene F. Summers); "The Determinants of Rural and Urban Poverty" (Thomas A. Hirschl, David L. Brown); "Why Rural Poverty Is Growing Worse: Similar Causes in Diverse Settings" (Janet M. Fitchen); "Conflict and Change on the Landscapes of the Arid American West" (Paul F. Starrs); "Rural Latinos: Evolving Conditions and Issues" (Refugio I. Rochin); "American Indian Economic Development" (C. Matthew Snipp); "The Rural South: A Historical View" (Charles S. Aiken); "African-Americans in the Rural South: The Persistence of Racism and Poverty" (Bruce B. Williams, Bonnie Thornton Dill); "The Rural People of the Midwest" (Sonya Salamon); "Social Organization in the Countryside" (Daryl Hobbs); "Structures and Patterns of Rural Governance" (Ronald J. Oakerson); "Rural Education and Training: Myths and Misconceptions Dispelled" (Ruy A. Teixeira); "Linking Education and Community Development: Rural and Inner City Strategies" (Joan Fitzgerald); "Rural Education: Decentering the Consolidation Debate" (David R. Reynolds); "Living with the Minimum: Rural Public Policy" (William P. Browne, Louis E. Swanson); and "An Overview" (Emery N. Castle). Contains over 700 references, nearly 100 data tables and figures, photographs, profiles of contributors, and an index. (SV)

ED 391 632 RC 020 446

Warrior, Robert Allen
Tribal Secrets: Recovering American Indian Intellectual Traditions.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian History; *American Indian Literature; American Indians; *American Indian Studies; Authors; Higher Education; Intellectual Freedom; *Intellectual History; *Literary Criticism; Scholarship; *Tribal Sovereignty
IDENTIFIERS- *Deloria (Vine Jr); *Mathews (John Joseph)

This book is a comparative interpretation of the works of Vine Deloria, Jr., (Standing Rock Sioux) and John Joseph Mathews (Osage), two American Indian intellectuals of this century. In bringing these two thinkers together, the book lays the groundwork for a discussion of several crucial issues in contemporary American Indian critical studies: (1) the extent to which various conceptual and analytical categories currently

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Environmental Education; Foreign Countries; Marine Biology; *Water Resources
IDENTIFIERS- Canada; *Freshwater Systems

The importance of educating Canadians about their water resources is the mandate of many government and non-government agencies and groups. The aim of this bibliography is to outline what is presently available in this area in order to identify gaps in the development of water education programs and products. This educational tool has been prepared for schools (teachers, students, and librarians), environmental organizations, government, business, the general public, and other audiences who are searching for materials of a general, non-technical, and non-scientific nature. It contains over 400 English and 50 French references to documents including books, audiovisual materials, and curriculum resources. The main focus is on Canadian products but a sampling of materials from other countries is also included. Each document is indexed according to primary geographic area, target audience, and material type designation, and is cross-referenced where possible. The five target audience divisions are: general public; educators; students; groups and associations; and policy-makers, managers, and administrators. The contents of this bibliography are also available online as a sub-set of AQUAREF, an Environment Canada computerized database accessed through CAN/OLE. (JRH)

ED 391 654 SE 057 412

Villamoran, E. P.
Measurement of Constant Acceleration of a Body: Moment of Inertia. Laboratory Manual.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acceleration (Physics); Foreign Countries; Laboratory Experiments; Lesson Plans; Science Instruction; Secondary Education; *Secondary School Science

This document provides a laboratory manual for an experiment whose objectives are: (1) measure the constant acceleration of a body; (2) calculate the moment of inertia for various symmetrical shape objects; and (3) use the moment of inertia to solve for the constant acceleration of the body. The paper includes a list of materials needed, theory, procedures, and data sheet. (MKR)

ED 391 655 SE 057 418

Bernard, Robin
Deserts: Information and Hands-On Activities. Interactive Geography Kit.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Animals; *Ecology; Hands on Science; *Plants (Botany); Science Activities; Science Instruction; Worksheets
IDENTIFIERS- *Deserts

the proposal through the techniques of well organized workshop training sessions, follow-up reporting and evaluation, and extended local training. The manipulatives are being used extensively, and student attitudes, participation, and performance have been enhanced. (MKR)

ED 391 676 SE 057 684

Maor, Dorit; Fraser, Barry
A Case Study of Postgraduate Supervision in a Natural Science Department.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Doctoral Dissertations; *Faculty Advisers; Foreign Countries; *Graduate Students; Higher Education; *Science Departments; *Supervision

This case study explored the perspectives regarding graduate dissertation supervision held by professors and graduate students in a university science department. Expectations and personal relationships within the graduate dissertation supervision process are discussed in order to establish better supervision practice in a climate of expanding graduate enrollment numbers. Observations, interviews, and action research were used in gathering data. Appendix contains supervision of research students questionnaire. From the collection of opinions represented in this paper, it is clear that, in the natural sciences, students usually channel their research into the existing areas of supervision in the school. This situation creates postgraduate supervision in research teams, which is unique to the natural sciences and which encourages cooperative relationships amongst staff and students. This case study suggests that clear expectations and procedures should be established in order to provide supervisors and graduate students with better opportunities to establish a collaborative working relationship. (MKR)

ED 391 677 SE 057 689

Science Museums: Enlisting Communities in Science Education Partnerships: Collaborations between Communities and Science Museums, Aquaria, Botanical Gardens, and Zoos. Science Museum Program Directors Meeting (September 26-28, 1994).
PUB DATE- 95
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aquariums; *Community Involvement; Elementary Secondary Education; Evaluation; *Museums; *Partnerships in Education; *Science Education; Scientific Literacy; *Zoos
IDENTIFIERS- *Science Museums

This report of the 1994 meeting of directors of programs funded by the Precollege Science Education Initiative for Science Museums contains proceedings of the meeting along with profiles of grant-supported activities. The community partnerships described share a common theme: the importance of science education not just as a means to an end, but also as a provider of skills that can be applied throughout our lives. The keynote provide endless opportunities for sustained investigations and experimentation. The activities explore a set of phenomena using different materials and approaches, thus allowing students to develop a better understanding of the phenomena over time. The book is divided into four sections: teaching scale and structure, the physics and engineering of structure, the mathematics of scale, and the effect of scale on structure. Appendices include a resource guide, blank charts for mathematics of scale activities, and sample science record sheets. (JRH)

ED 391 698 SE 057 913

Gertz, Lucille N.
Let Nature Be the Teacher: Seasonal Natural History Activities for Parents and Other Educators To Share with Young Children.
PUB DATE- 93
NOTE- 98p.; Illustrated by Nancy N. Childs.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ecology; Elementary Education; *Environmental Education; Experiential Learning; *Natural Resources; *Observation; Outdoor Activities; Outdoor Education; *Parent Participation; Science Activities
IDENTIFIERS- *Natural History

This book is designed to provide parents and other adult companions with activities to do with children on outdoor walks. The activities offer adults and children a shared learning experience and have been adapted from the children's education program at Habitat Institute for the Environment (Massachusetts). The activities are arranged seasonally, based on natural history events that can be observed during those particular seasons. Eight distinctly different seasons can be observed: late winter's quiet giants (trees in February and early March), subtle signs of early spring (late March and April), spring's dramatic changes (May and June), long days and warm nights of summer (July and August), summer's grand finale (September), forests in autumn (October), late autumn preparing for winter (November and early December), and snow (mid-December and January). Each seasonal section includes nature study activities that have a reasonably good chance of being done with success in that season. Within the seasonal sections, the activities are presented in random order. (JRH)

ED 391 699 SE 057 936

Jereb, Janez
The Technical Problem and Its Didactic Function.
PUB DATE- Jan 96
NOTE- 11p.; Paper presented at the Jerusalem International Science and Technology Education Conference on Technology for a Changing Future: Theory, Policy and Practice (2nd, Jerusalem, Israel, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Thinking; Foreign Countries; Higher Education; *Problem Solving; *Technical Education

*Interdisciplinary Approach; *Visual Arts; Visual Learning
This one-hour documentary on videotape reveals how computer technology and interactive media rely on the languages of the arts--images, sounds, colors, and movements--to engage children in new ways of learning about the arts and other subjects. Students are shown using educational software that encourages development of knowledge and skills in art, music, dance, history, geography, mathematics, and chemistry. Educators engage in a discussion on curiosity about the world that is being stimulated by an electronic medium that breaks down barriers of departmentalized disciplines through utilization of the integrating, common language of art. (MM)

ED 391 722 SO 025 800

Jones, Bruce William
Unity in Diversity: History and Religion in Indonesia.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Asian Studies; *Cultural Pluralism; Foreign Countries; Global Education; Higher Education; *Non Western Civilization; Religion Studies
IDENTIFIERS- *Indonesia; Islam
This paper, intended as lecture material for university students or as background material for teachers of social studies and world history, assumes that students already have some knowledge about the origins, practices, and beliefs of Islam, but that they have no prior background about Indonesia or its history. The paper describes the diversity and the history of Indonesia, including its experience with Dutch colonialism, Japanese occupation, and the struggle for independence. It compares the administrations of Presidents Sukarno and Suharto. The document provides a brief survey of economic development and education in Indonesia, focusing on Islam, and Indonesia's commitment to religious pluralism and toleration. Finally, the paper discusses the role of women in Indonesia. Learning objectives and discussion questions are included. The paper outlines nine objectives and eight discussion questions. Contains 33 references. (JAG)

ED 391 723 SO 025 802

Matthews, Stephen F.
Indonesian "Adat" Customs as the Backbone of Effective Environmental Policies.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Cultural Influences; Culture; *Environmental Standards; Foreign Countries; Global Education; Higher Education; *Islamic Culture; Non Western Civilization
IDENTIFIERS- *Adat; Environmental Protection; *Indonesia; Islam
"Adat" is a term in Indonesia that defines culture, customs, and

ED 391 744 SO 025 898

Jorgensen, Karen L.; Venable, James W.
History Workshop: Reconstructing the Past with Elementary Students.
PUB DATE- 93
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Active Learning; Discovery Learning; Elementary Education; *History Instruction; *Interdisciplinary Approach; Oral History; *Social Studies; Student Participation; Whole Language Approach; Writing Across the Curriculum

This book details the studio setting of a history workshop in which learners discuss the meaning of artifacts, oral history transcriptions, historical photographs, and other firsthand sources from the past. Teachers facilitate interactions among children and play the role of elders, guiding younger learners as they explore a variety of historical writings. The parallels between the history process and the reading/writing/thinking process are examined with outlines of what are believed to be essential elements of an effective history workshop. The book contains three parts. Part 1 is "Learning History as a Process." Part 2 details "The History Workshop." Part 3 examines "Children Reconstructing the Past: Case Studies." A pictorial bibliography is included. (EH)

ED 391 745 SO 025 921

Kaltsounis, Theodore
Multicultural Education and Citizenship Education at a Crossroads: Searching for Common Ground.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Community; Community Attitudes; Community Cooperation; Community Involvement; Community Relations; Community Role; Cross Cultural Studies; Cultural Awareness; Cultural Context; *Cultural Pluralism; Elementary Secondary Education; Group Unity; *Multicultural Education

This paper is of the opinion that multicultural education and citizenship education must resolve the tensions within as well as between them and work closer together, merge if possible, for the good of society. The paper contends this can be accomplished if both movements would commit to an overarching goal that clearly is to the benefit of all people in society. The paper addresses: (1) tensions within multicultural education; (2) tensions within citizenship education; (3) tensions between multicultural education and citizenship education; and (4) the solution: going beyond diversity to community building. Contains 13 references. (EH)

ED 391 746 SO 025 926

Mowry, George; Lacy, Ann
Central America: A Regional Study.
PUB DATE- 95

Discipline Based Art Education; Distance Education; Elementary Secondary Education; Freehand Drawing; Higher Education; Peer Influence; Personal Narratives; Questioning Techniques; Special Needs Students; Studio Art; Teaching Methods; Visual Arts; Visual Literacy; Visual Perception
IDENTIFIERS- Canada; Kuwait; Museum Collections

Papers by graduate students, and occasionally papers from their mentors which establish a context for the student papers, are organized by sponsoring University. Student papers presented are: (1) "Cognitive Strategy in Design: The Measurement of its Effect On the Student Design Project" (Michael Eckersley); (2) "The Effects of Structured Criticism Upon the Perceptual Differentiation and Studio Compositional Skills Displayed by College Elementary Education Students" (Dora Janov); (3) "Development and Evaluation of an Art Program for Adolescents with Profound Emotional, Social, Intellectual, and Academic Dysfunction" (Linda Nolan); (4) "Artist of the Environment: Frederick Law Olmstead" (Virginia Fitzpatrick); (5) "An Historic Account of the Origin of the Thompson Art Collection in Peru, Indiana and its Educational Uses" (Paul Engle); (6) "The Ceramics of Failaka: A Question of the Function of Tradition in Artistic Creation" (Safwat Nourel-Din); (7) "Cross-Provincial Policies in Canadian Art Education" (Laurie Baxter); (8) "The Effects of Teacher Intervention and Peer Interaction on Fifth Grade Students' Studio Art Performances" (Karent Kakas); (9) "Transsubjectivity and the Imaginal Event" (Scott Meyer); (10) "A Questioning Strategy for Aesthetic Scanning" (Gloria Hewett); (11) "Discipline-Based Art Education for Preservice Elementary Teachers" (Sally Myers); (12) "Dealing With Distance/Attempts at Nearness" (Priscilla Fenton): (13) "Narrative Interpretation: Personal and Collective Storytelling" (Steve McGuire); (14) "A Description of Two Approaches to Instruction in a Survey Course in Art History" (Mercedes Thompson); (16) "On Defining Art as a Language: A Comparison on Languaging and Drawing Processes" (June Eyestone); and (17) "'Let's Draw'; Art Education by Radio" (Mary Kelly). (MM)

ED 391 768 SO 026 009

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1986.
PUB DATE- 86
NOTE- 97p.; Published annually. For volumes covering 1981-1987, see SO 026 005-010.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Art; Art Appreciation; Art Criticism; *Art Education; Art History; Childrens Art; Educational History; Elementary Secondary Education; Freehand Drawing; Language Proficiency; Multicultural Education; Personal Narratives; Studio Art; Talent; Teaching Methods; Visual Arts; Visual Perception; Visual Stimuli

Papers by graduate students, and occasionally papers from their mentors which establish a context for the student papers, are organized by sponsoring University. Student papers presented are: (1) "Sequencing as a Student Strategy" (Elisabeth Hartung); (2) "The Role of the Horse as Subject Matter in Adolescent Girls' Artwork" (Alanna Stalker-Horner); (3) "Artistically Talented Students: A Call for Research" (Dale Boland); (4) "The Effect of Art Training Upon Drawing by Children in a Multi-Cultural Setting" (Alan Richards); (5) "A Naturalistic Study of Primary Aged Student's Visual and Verbal such terms as race/ethnicity, sexual orientation, socioeconomic status, alternative lifestyles, and so on. The paper examines how the school's structure, curriculum, and dominant pedagogies emphasize the value of understanding and respecting multiple points of view, with a focus on student empowerment. The analysis shows that students empowered by their school experiences develop the ability, confidence, and motivation to succeed academically. The analysis draws on interviews conducted with a cross-section of one-third of the school's students (representative in terms of gender, grade, and ethnicity); the resulting data are linked with observations from classrooms and faculty meetings as well as policy statements developed by the school. The paper looks at definitions of student empowerment and how Frontier High School promotes empowerment (as knowledge, as appreciating multiple points of view, and as a social phenomenon). Data are summarized into six general findings: (1) empowerment is not an add-on to the school structure; it has been integrated throughout various aspects of school life; (2) Frontier High did not attempt to achieve student empowerment through a single means; (3) what constitutes empowerment and how it will be achieved is jointly defined by all community members, not just teachers and administrators; (4) in addition to giving students power and responsibility, faculty explicitly seek to help students think about how they would use their power; (5) empowerment is both a means to an end and an end in and of itself; and (6) empowerment is hard. (Contains 32 references.) (ND)

ED 391 787 SP 036 453

Scheetz, L. Patrick
Recruiting Trends, 1995-96. Education Supplement. A Study of 294 Elementary and Secondary School Systems Employing New Teacher Education Graduates.
PUB DATE- 10 Jul 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Employment Projections; Higher Education; *Labor Market; Minority Group Teachers; National Surveys; Teacher Characteristics; Teacher Education; *Teacher Employment; *Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS- Recruiting Trends Survey

This publication reports on a study of 294 elementary and secondary school systems throughout the United States employing new teacher education graduates. Among the school districts reporting hires for 1994-95 and anticipated hires for 1995-96, job prospects for new education graduates were expected to increase by only 3.2 percent. School districts reported an ample supply of new elementary education graduates for filling available positions, though some school districts reported shortages at the middle and high school levels. Among the hardest positions to fill were: special education, reading, mathematics, science, vocational/technical, foreign language, and music teachers; guidance counselors; speech, physical, and occupational therapists; bilingual teachers; librarians/media specialists; and teachers for the talented and gifted. Retirements among current teaching staff will influence the new teacher job market. Forty-four percent of new professional staff hired by surveyed school districts were beginning education program for children and youth ages 10-18 years, including lesson plans, evaluation and assessment techniques, and psychological and physical growth and development characteristics for this age group. The program is not geographically-specific, and it contains pictures, drawings, charts, and graphs to illustrate various points. The curriculum has four main goals: to develop and maintain a high level of health-related fitness, to develop a knowledge of the sciences of physical education, to develop positive attitudes and behaviors for psychosocial development, and to develop and maintain a high level of skill-related fitness. The text includes notes for teachers on anatomy and physiology, biomechanics, body fat and weight control, cardiovascular fitness, circuits, flexibility, nutrition, sport psychology, and skill-related fitness. (Contains 15 references.) (NAV)

ED 391 805 SP 036 483

Hopper, Tim F.
Play Is What We Desire in Physical Education. A Phenomenological Analysis.
PUB DATE- Oct 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; *Child Behavior; Elementary Secondary Education; Foreign Countries; Health Promotion; Physical Activities; Physical Development; *Physical Education Teachers; *Physical Fitness; *Play; Recreational Activities; *Sport Psychology

A comparison and contrast is made between different notions and occurrences of play in daily life to highlight the sense of the importance of play in a physical education lesson. The meaning and definition of play are detailed, and its impact in and as part of actual learning is discussed. Two stories of real-life situations are described in which children are "coaxed" into play as a cover for a physical education exercise. These two examples suggest that the actions of the teachers, as privileged spectators and conductors of play, have enabled every child to realize (in a physically dominated way) the social reliance, to and fro relationship, serious focus, and double meaning of play in a physical education lesson. It is hoped that the report will help teachers to reinterpret what play means and to re-value the role of play in physical education. Serious play can create situations of physical, cognitive, emotional, and social danger; it is up to the teacher's reflexive attention to the lesson to skillfully channel this danger into opportunity. (Contains 14 references.) (NAV)

ED 391 806 SP 036 493

Morin, Joy Ann
Portfolios: An Effective Tool Used by Prospective Teachers To Encourage Self-Evaluation and Improvement.
PUB DATE- Jul 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Evaluation Institute (4th, Kalamazoo, MI, July 9-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

representing a 13.2% increase in public schools over 5 years and a 17% growth in the nonpublic schools. There were 1,262 public schools in 1994-95 and 1,024 nonpublic schools. Of the state's 87,704.1 total public school employees, 19,533.2 were in noninstructional positions and 60,153.7 were in instructional positions. The majority of Maryland's public school students were white (58.1%), with 34.7% African American, 0.3% American Indian/Alaskan native, 3.8% Asian/Pacific Islander, and 3.1% Hispanic. Most of the state's teachers (78.7%) were white, with 19.6% African American and 1.7% of other racial and ethnic groups. The statewide average dropout rate was 4.96%, but in Baltimore city, the dropout rate was 15.19%. Most (79.5%) of the state's 39,669 high school graduates planned to attend college. Information is also provided about achievement test results for the Scholastic Aptitude Test and the Comprehensive Tests of Basic Skills, as well as about teacher salaries, financial resources, special programs, and vocational and adult education. A list of state school information resources is provided. (Contains 1 map, 33 tables, and 6 figures.) (SLD)

ED 391 826 TM 024 408

Veerkamp, Wim J. J.; Berger, Martijn P. F.
A Simple and Fast Item Selection Procedure for Adaptive Testing. Research Report 94-13.
PUB DATE- Dec 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; Algorithms; Computer Assisted Testing; *Difficulty Level; Guessing (Tests); Item Banks; *Item Response Theory; Models; *Selection; Simulation; Test Construction; *Test Items
IDENTIFIERS- *Discrimination Parameters; *Information Function (Tests); Three Parameter Model

Items with the highest discrimination parameter values in a logistic item response theory (IRT) model do not necessarily give maximum information. This paper shows which discrimination parameter values (as a function of the guessing parameter and the distance between person ability and item difficulty) give maximum information for the three-parameter logistic IRT model. The optimal discrimination parameter value is shown to be inversely related to the distance between item difficulty and person ability. An upper bound for the information as a function of these parameters is derived; and this upper bound is used to formulate a fast item selection algorithm for adaptive testing. In a small simulation study this algorithm was one and one half to six times as fast as an algorithm in which the information of all items in an item bank is calculated. (Contains 1 table, 6 figures, and 9 references.) (Author/SLD)

ED 391 827 TM 024 410

Raupp, Magdala; Kolb, Frances Arick, Ed.
Evaluation Management Handbook.
PUB DATE- Dec 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

"Japanese Mothers' Ideas about Infants and Temperament" (David W. Shwalb, Barbara J. Shwalb, and Junichi Shoji); (8) "Scenes from a Marriage: Equality Ideology in Swedish Family Policy, Maternal Ethnotheories, and Practice" (Barbara Welles-Nystrom); (9) "Parents' and Adolescents' Ideas on Children: Origins and Transmission of Intracultural Diversity" (Jesus Palacios and Maria Carmen Moreno); (10) "Education and Mother-Infant Interaction: A Mexican Case Study" (Robert A. LeVine, Patrice M. Miller, Amy L. Richman, and Sarah LeVine); (11) "The Contrasting Developmental Timetables of Parents and Preschool Teachers in Two Cultural Communities" (Carolyn Pope Edwards, Lella Gandini, and Donatella Giovaninni); (12) "Ask the Doctor: The Negotiation of Cultural Models in American Parent-Pediatrician Discourse" (Sara Harkness, Charles M. Super, Constance H. Keefer, Chemba S. Raghavan, and Elizabeth Kipp Campbell); (13) "From Household Practices to Parents' Ideas about Work and Interpersonal Relationships" (Jacqueline J. Goodnow); (14) "How Mayan Parental Theories Come into Play" (Suzanne Gaskins); (15) "Parental Theories in the Management of Young Children's Sleep in Japan, Italy, and the United States" (Abraham W. Wolf, Betsy Lozoff, Sara Latz, and Robert Paludetto); (16) "Maternal Beliefs and Infant Care Practices in Italy and the United States" (Rebecca S. New and Amy L. Richman); (17) "My Child Is My Crown: Yoruba Parental Theories and Practices in Early Childhood" (Marian Zeitlin); (18) "Growth Consequences of Low-Income Nicaraguan Mothers' Theories about Feeding 1-Year-Olds" (Patrice L. Engle, Marian Zeitlin, Yadira Medrano, and Lino Garcia M.); (19) "The Three R's of Dutch Childrearing and the Socialization of Infant Arousal" (Charles M. Super, Sara Harkness, Nathalie van Tijen, Ellen van der Vlugt, Marinka Fintelman, and Jarissa Dijkstra); (20) "Imagining and Engaging One's Children: Lessons from Poor,

ED 391 846 UD 030 788

Berrick, Jill Duerr
Faces of Poverty: Portraits of Women and Children on Welfare.
PUB DATE- 95
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Family Programs; Fatherless Family; *Females; Individual Differences; Low Income Groups; *Poverty; *Public Policy; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Reform Efforts; Self Sufficiency; Welfare Reform

Stories of living on welfare are told by five women and their children. Each represents a group of women who use Aid to Families with Dependent Children. The reasons these women have turned to public aid, and their means of achieving self-sufficiency illustrate why welfare policy and family policy must be redefined to account for the differences among recipients. Their experiences explode many myths about welfare. It is shown that welfare is not generous, and that families on welfare remain below the poverty level. Most women on welfare are not long-term welfare dependents; half of all women who go on welfare will leave it within two years. Contrary to myth, women on welfare do not keep having children to increase their payments, and almost half of all women on welfare turned to it after a divorce. The implications of proposed reforms for women and children are discussed. Changes are needed, not just in welfare, but in other areas of family policy to enhance family life and to provide real protection for poor children. (SLD)

Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Dec 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Change; Employment Opportunities; *Employment Patterns; *Geographic Location; *Inner City; Low Income Groups; *Mobility; Neighborhood Improvement; Poverty; Public Policy; *Suburbs; *Urban Areas; Urban Renewal; Urban Youth

The suburbanization of employment is examined as a key change in metropolitan settlement structure. Settlement structure refers to the physical landscape of the city and the social landscape of boundaries and routes. The study seeks a middle ground between the breadth of a national study and the depth of a local study. Conditions that characterize contemporary urban policy in the United States are reviewed as a prelude to detailed information on the changing location of employment in a group of large metropolitan areas. A third section discusses the implications for antipoverty strategy of poverty concentration and job suburbanization. A powerful metropolitan pattern of poverty at the center, with opportunity only at the edge, is emerging, giving the search for antipoverty strategies a profoundly geographic character. The three basic strategies that have been attempted so far are dispersal of the poor from the city centers, development of the inner city, and providing for the mobility of inner city residents to enable them to reach jobs. The last alternative deserves a demonstration trial as part of a comprehensive approach to residence and employment patterns. (Contains 64 figures.) (SLD)

ED 391 868 UD 030 811

Connell, James P.; And Others
The Urban Corps Assessment Package (URCAP) Manual.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Sep 95
NOTE- 194p.; Additional support for the Urban Corps Expansion project provided by the Charles Stewart Mott, William and Flora Hewlett, William T. Grant, W. K. Kellogg, Annie E. Casey, Knight, and Gap Foundations; the DeWitt Wallace-Reader's Digest Fund; and the Exxon Corporation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Evaluation Methods; Field Tests; *Job Training; Program Evaluation; Psychometrics; Surveys; Test Construction; Urban Youth; *Young Adults; *Youth Programs
IDENTIFIERS- *Urban Corps

The Urban Corps Expansion Project (UCEP) enrolls youth aged 18 to 23 who have been unsuccessful in the labor market. They are paid a combination of wages, stipends, and incentives that is at least equal to the minimum wage for at least 25 hours of work and 9 hours of basic education and life skills instruction each week. The program incorporates an assessment package to evaluate its key elements, the Urban Corps Assessment Package (URCAP). This URCAP manual describes the four complementary survey instruments developed for the URCAP. They are the: (1)

Steps to Writing a Research Paper 'From Beginning to End'" (Karen O'Donnell and Mary Lou Palumbo) describes a teacher-developed approach. "New Thoughts on Outreach" (Joe Reilly) describes an outreach program aimed at educationally and economically disadvantaged students involving professional and paraprofessional tutoring and counseling. "Functional Curricula in the Workplace" (Elaine Weinberg) describes a program to develop and teach industry-focused, job-functional curricula for workers. "Training Writing Students Formally" (James Boswell) describes the development of a course to train undergraduate writing tutors. Most papers contain extensive references. (JB)

ED 391 455 HE 028 906

Inman, Marianne E.
Linking Planning and Budgeting through Business Process Redesign.
PUB DATE- Mar 95
NOTE- 7p.; Paper presetned at the Annual Meeting of the North Central Association of Colleges and Schools (Chicago, IL, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; College Faculty; College Planning; Educational Finance; Higher Education; Institutional Mission; Organizational Effectiveness; *Participative Decision Making; *Private Colleges; Retrenchment; Staff Role; Strategic Planning; Total Quality Management
IDENTIFIERS- *Continuous Quality Improvement; Northland College WI; *Process Improvement

In the wake of an extensive strategic planning process that refocused institutional values at Northland College, Wisconsin, the administration undertook linking the budget with the newly articulated plan. Incremental budgeting was no longer feasible, and the new budget would have to reflect streamlining and new ways of functioning. Consequently Business Process Redesign and Continuous Quality Improvement processes were selected as guides. In the summer the president invited all faculty and staff to participation in upcoming deliberations. Following preliminary summer work, 14 cross-functional teams were formed to review in greater depth key processes and functions that might improve the budget and the overall quality of students' Northland experience. Throughout the fall work of teams proceeded quickly. About 90 percent of faculty and staff members were on one team or another. The most important changes emerged from the Program Review team which recommended dropping several concentrations within academic programs along with several courses. Other recommendations from other groups emerged and are being considered including a first year extended academic orientation course taught by faculty advisors. In the end a list of 14 mandates emerged from team and review committee work. Overall, the process increased understanding of all college systems, increased personal investment in coming change, and created a stronger and better institutional focus. (JB)

ED 391 456 HE 028 933

National Postsecondary Student Aid Study: 1992-93. Public Use Data File CD ROM.
PUB DATE- Nov 95

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Copyrights; Curriculum Development; Doctoral Programs; *Educational Change; *Educational Development; *Educational Technology; *Elementary Secondary Education; Fellowships; Higher Education; Information Sources; *Instructional Innovation; Interactive Video; Internet; Masters Programs; Professional Associations; Scholarships; Staff Development
IDENTIFIERS- Information Infrastructure

The Educational Media and Technology Yearbook (EMTY) is designed to provide media and instructional technology professionals with an up-to-date, single-source overview and assessment of the field of educational technology. The 1995/96 EMTY is divided into eight parts. Part 1 focuses on trends and issues and includes articles on reforming educational technology, the state of the profession, and perceptions among K-12 teachers. Part 2 covers developments and specific topics in the profession. Part 3 addresses current developments and instructional innovation; highlights include the information infrastructure, the Internet, interactive video, staff development, K-12 curriculum planning, telephone lines in the classroom, and copyrights. Part 4 presents leadership profiles of a psychologist and a historian who have contributed to the field. Part 5 provides reports from 6 professional organizations, part 6 lists organizations and associations in North America, and part 7 covers graduate programs, scholarships, fellowships, and awards. Part 8 contains a list of media-related print and nonprint resources. An index is also provided. (AEF)

ED 391 475 IR 017 623

Abramson, Trudy, Ed.; And Others
HyperNexus: Journal of Hypermedia and Multimedia Studies. 1994-95.
PUB DATE- 95
NOTE- 57p.; For volume 4, see ED 386 164.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programming); Computer Software; *Computer Uses in Education; Constructivism (Learning); Courseware; Curriculum Development; *Educational Technology; *Hypermedia; *Instructional Design; Interactive Video; Learning Activities; *Multimedia Materials; Teacher Education
IDENTIFIERS- HyperCard; Virtual Reality

This document consists of one volume year (four quarterly issues) of the journal "HyperNexus," containing articles on hypermedia and multimedia use in education. Typical article topics are: language-learning software; teaching and learning HyperCard; hypermedia-based teacher education; the use of music in virtual reality; integrating LinkWay into the social studies curriculum; authoring systems and constructivist learning; multimedia design issues; and the cognitive impact of interactivity. Columns include editorials, hardware and software updates and reviews, and Internet news. (BEW)

ED 391 476 IR 017 629

Griffin, Robert E., Ed.; And Others

computer applications into design education. In its infancy, computer-aided design merely saved engineering students the tedium of computation. Later on, computers were used to assist in drafting. Currently the computer can help with many aspects of visual design, including allowing for three-dimensional study models and providing access to helpful newsgroups and remote resources through the Internet. As long as students have the advantages of some previous knowledge of the programs and of appropriate hardware, computer applications can help them represent their ideas graphically. The computer-aided design environment is characterized by several qualities that require a move away from the linear problem-solving paradigm: (1) interactivity with programs, or even with the Internet, provides a cycle of immediate feedback which does not lend itself to assembly-line design or learning; (2) the visually mediated form of thinking is more holistic than linear; (3) the open-ended, discovery-oriented dynamic seems to operate without strict rules of causation; and (4) its ability to empower individual designers to make decisions conflicts with older views of the designer as a detached observer. The new model for creative problem solving is a feedback loop, an ongoing cyclical process of discovery and evaluation. Three separate studies of computer-aided design studios from fall 1993 to summer 1995 found these qualities at work with varying degrees of success; in some cases, interactivity was slow to develop, while in others, lack of personal empowerment or too much concentration on product over process was a problem. In some situations, moreover, the technology was not being used to its full potential. Future research is recommended. (Contains 13 figures and 19 references.) (BEW)

ED 391 492　　　　　IR 017 645

Bailey, Margaret; And Others
The Impact of Integrating Visuals in an Elementary Creative
  Writing Process.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Graphics; *Creative Writing; Grade 2; *Instructional Effectiveness; Integrated Activities; *Motivation; Primary Education; Self Esteem; Visual Aids; *Visual Stimuli; *Writing Instruction; *Writing Processes; Writing Workshops
IDENTIFIERS- *Clip Art; Iconic Representation; Visual Imagery

Most children's books are filled with pictures, yet when schools design curricula to teach writing, they often ignore the role of visual images in the writing process. Historically, methods for teaching writing have focused on text. Even relatively recent techniques like brainstorming and story webbing still focus on verbal information. In some cases, however, visuals have been used as a story stimulus to generate writing ideas or evoke emotional expression. This paper describes a study which sought to measure the effects of the introduction of computer clip art and graphical presentation software on the writing process. In particular, researchers wondered if the use of these visuals would affect length and quality of compositions, student motivation and esteem, student ability to organize accompanied by oral commentary. Twelve of the images created for the presentation are provided, along with a brief approximation of the spoken commentary which accompanied them. These images include types of lines, shapes, forms, patterns, scale, balance, and movement. (AEF)

ED 391 509 IR 017 662

Sitz, Robert
Eyes on Cognitive Styles and the Processing of Visual Information.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Art History; Cognitive Style; Community Colleges; Learning Modalities; *Memorization; *Pictorial Stimuli; Reading Assignments; Textbooks; Two Year Colleges; Two Year College Students; *Visualization; *Visual Learning

A simulated art history textbook reading assignment was designed to examine the effects of visual information on student learning and understanding. A sample of 234 students was taken from a population of freshman/sophomore English students in a large metropolitan community college district. In phase one of the study, students took the Group Embedded Figures Test (GEFT), which contained geometric figures embedded in a background. During phase two, students were randomly assigned to one of two different groups in which the treatments were two 1500-word expository prose passages. The difference between the two treatments was in the number of pictures; although the picture subject matter was identical, one treatment included additional close-up photographs and illustrations. Students were asked to visualize the pictures of vases that they had read about, then to draw each vase and write down every word recalled from the reading. Results suggest that when subjects are asked to recall pictures of single objects, most subjects can successfully execute in drawings a reasonable likeness of what they have seen and that subjects' performance is differentially reflected on the basis of both cognitive style and picture design factors. Eight figures depict study results. (Contains 27 references.) (AEF)

ED 391 510 IR 017 663

Creany, Anne Drolett
The Appearance of Gender in Award-Winning Children's Books.
PUB DATE- 95
NOTE- 11p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; *Books; *Characterization; Childhood Attitudes; *Childrens Literature; Females; Fiction; Sex Bias; *Sex Role; *Sex Stereotypes

III also features the articles "Public Relations: Crisis Communications" (Jeanne Thorsen) and "Pressure Groups: Politics, Religion, and Censorship in Libraries" (Carol Neilsen). Part IV, "Intellectual Freedom: An All Embracing Concept," assembles essays discussing intellectual freedom issues in various settings, including: public libraries (Gordon M. Conable); school library media centers (Dianne McAfee Hopkins); academic libraries (Paul B. Cors); federal libraries (Bernadine Abbott Hoduski); and state library agencies (Diana Young). The section entitled "Intellectual Freedom and the Law" includes: (1) "School Library Censorship and the Courts: Before Hazelwood" (William D. North); (2) "School Library Censorship and the Courts: After Hazelwood" (Robert S. Peck); (3) "The Buckley Amendment: Student Privacy versus Parents' Right to Know" (Anne Levinson Penway); and "Public Libraries as Limited Public Fora for Access to Information" (Anne Levinson Penway). The types of censorship-fighting assistance that are provided by ALA and state intellectual freedom committees are offered in Part VI, along with the essay "Lobbying for Intellectual Freedom" (Carol C. Henderson). A selected bibliography contains 23 recommended readings. (BEW)

ED 391 527 IR 055 800

Elshami, Ahmed M.
Networking CD-ROMs: The Decision Maker's Guide to Local Area Network Solutions.
PUB DATE- 96
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Computer Networks; Decision Making; *Disk Drives; *Information Technology; *Library Automation; Library Services; *Local Area Networks; Microcomputers; Models; Nonprint Media; *Optical Data Disks; Vendors; Workstations
IDENTIFIERS- Network Architecture; Network Management; *Network Models; Technology Plans; UNIX Operating System; VAX Computers

In an era when patrons want access to CD-ROM resources but few libraries can afford to buy multiple copies, CD-ROM local area networks (LANs) are emerging as a cost-effective way to provide shared access. To help librarians make informed decisions, this manual offers information on: (1) the basics of LANs, a "local area network primer"; (2) the basics of CD-ROMs and the technology needed to run them; (3) CD-ROM networking; (4) sharing CD-ROM drives on peer-to-peer LANs; (5) sharing CD-ROM drives on Novell NetWare Networks; (6) sharing CD-ROM drives on UNIX, VINES, VAX, Mac, and other networks; (7) planning a CD-ROM network; (8) networking issues and concerns; (9) servers and workstations; (10) memory management; and (11) network standards and specifications. Appendixes discuss installation of SCSI host adapters, offer illustrated examples of CD-ROM networking solutions, and contain a directory of 250 product vendors with addresses and phone numbers. A glossary is provided, and a selected bibliography contains 85 recommended readings and the titles of 25 relevant periodicals. (BEW)

ED 391 528 IR 055 803

Garlock, Kristen L.; Piontek, Sherry

the generation of support for the establishment of a permanent Education Commission for the Gulf of Mexico. The conference also established four task forces to work on the following educational priorities: (1) establishing a resource information center focusing on language, history, and culture; (2) creating programs for educational development related to curriculum design, teaching methodology, educational technology, and student success; (3) developing the relationship between education and business, creating permanent links to strengthen the regional economy; and (4) establishing distance learning programs. Needs identified in the conference included finding a balanced funding mechanism and a method of broadening educational programs to include elementary, middle, and secondary educational institutions. Appendixes include a list of the conference participants, participating institutions, sponsors, brief summaries of the Gulf of Mexico governors conference and the Gulf of Mexico Accord, and the text of the Accord. (TGI)

ED 391 546 JC 960 088

McCabe, Robert H.
What Did the People of Florida Receive in Return for a $98 Million Investment in Miami-Dade Community College?
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Role; Community Colleges; Community Services; Educational Attainment; *Educational Benefits; Educational Quality; *Outcomes of Education; *School Community Relationship; *School Effectiveness; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Florida; *Miami Dade Community College FL

Despite their accomplishments in providing practical and efficient programs to a wide spectrum of their communities, the roles and benefits of community colleges are frequently misunderstood or understated, leading to severe underfunding. Legislators and researchers use the number of associate degrees awarded as the sole indicator of the institution's effectiveness. However, student goals at Miami-Dade Community College (M-DCC), in Florida, for example, encompass far more than the achievement of associate degrees. M-DCC provides career workshops and placements, business consulting services, and legal and counseling services. M-DCC also services the community by operating art galleries, presenting dance and musical performances, participating in partnerships and outreach programs, opening college athletic facilities to the public, and providing free health care services. Specific accomplishments for M-DCC for the 1992-93 academic year include the following: (1) 77,525 students were enrolled in college credit courses and 37,371 were enrolled in occupational and special courses; (2) 19,517 students improved basic skills or English proficiency; and (3) 68,485 students had achieved academic success in college level work, 9,709 left M-DCC with transferable courses, 3,386 completed associate in arts degrees, 8,263 left with specific occupational skills, 14,385 were employed and upgraded their job skills, and 1,179 students completed associate in science degrees. (TGI)

ED 391 547 JC 960 097

survey. The first section provides findings related to student characteristics, including data on employment while attending college, commute to campus, living accommodations and residency, status upon entering WCC, marital status and number of children, choice of occupation, and changes from 1991 results. The second section reviews findings related to students' motivations for choosing WCC, indicating that low cost was cited as a major reason by 66.3% of respondents, transfer by 49%, the existence of desired programs and courses by 48%, and nearby location by 44%. The next section focuses on student attitudes toward WCC services and facilities, reporting that students were the most satisfied with library services and least satisfied with parking facilities. The fourth section describes student attitudes toward faculty and classroom activities, including data on faculty instruction, course availability, and the intellectual challenge of programs. The final section describes student attitudes toward the college climate, including data related to student perceptions of staff attitudes toward students, racial and ethnic harmony, campus media, and student sense of belonging. Data tables are included for each section. (BCY)

ED 391 564 JC 960 120

Hankin, Joseph N.; Ford, Julius C.
Westchester Community College Graduate Study, 1994.
PUB DATE- 1 Sep 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; College Transfer Students; Community Colleges; Comparative Analysis; *Education Work Relationship; *Outcomes of Education; *Participant Satisfaction; *Salaries; *School Effectiveness; Student Personnel Services; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Westchester Community College NY

In fall 1994, Westchester Community College (WCC), in New York, conducted a study of the 1,018 students who graduated in summer or fall 1993 or spring 1994 to determine educational and work-related outcomes and compare findings to outcomes for previous years' graduates. Study findings, based on responses from 436 (42.8%) of the graduates, included the following: (1) respondents were 54.3% female, down slightly from 56% in 1993; (2) the percentage of Blacks in the graduating class rose from 11.3% in 1993 to 15.9% in 1994; (3) 59.9% of the respondents indicated that they had transferred to a four-year college, with 78.8% of these intending to achieve a Bachelor's degree; (4) factors facilitating transfer included availability of desired program, cited by 72.1% of the respondents, and location and cost, cited by 66.7%; (5) 70.2% of the respondents were employed, while the mean salary of graduates employed full-time was $27,071, up almost $2,000 from 1993; (6) as with the 4 previous graduating classes, at least 96% of the 1994 respondents gave a very satisfied or satisfied rating for their overall WCC experience; (7) the student services which received the highest numbers of very satisfied ratings from 1994 respondents were library services at 68.3%, computer services at 51.3%, and tutorial services at 47.8%; and (8) 75.2% indicated that their goals had been met by their WCC degree. Data tables and the survey instrument are appended. (BCY) intervention. The objectives of the project were to demonstrate that: (1) the adults in children's lives play a significant role; (2) an individual's sense of belonging and acceptance can be affected by the labels placed upon them; (3) all teachers with whom children come into contact can affect an individual's self-esteem; and (4) how children perceive themselves can have an affect on their self-esteem. Interventions used were designed to address two major solution components, parents and teachers as positive role models. Parents were given two surveys regarding goals for self-esteem. Similarly, children were given their own survey to determine their own self-concept. Parental involvement in the classroom was encouraged through an open-door policy and a weekly newsletter reporting class activities or important information. Finally, teachers conducted self-esteem lessons for students. Data analysis showed that the project achieved its goal of helping students increase their levels of self-esteem through positive adult role-model intervention. (AA)

ED 391 582 PS 023 716

Breese, Julie; And Others
Developing Strategies for Young Children To Deal with the Dangers of Strangers.
PUB DATE- 24 Aug 94
NOTE- 57p.; Master's Action Research Report, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Abuse; *Consciousness Raising; Elementary Education; Elementary School Students; Interpersonal Relationship; Personality Traits; *Prevention; *Safety Education; *Skill Development; Social Behavior; Social Development; *Stranger Reactions; Stress Variables; Teaching Methods; Training Methods
IDENTIFIERS- *Abductions; *Child Safety; Self Protection

This report describes the implementation of a child safety-abduction awareness curriculum. The targeted population consisted of primary grade students in a growing, middle class, rural community located in northern Illinois. Assessment of students' skills revealed a lack of strategies to avoid child abduction. Analysis of probable cause data revealed student inability to use an appropriate strategy when presented with a child lure scenario. The faculty reported that no curriculum was being taught to improve these strategies for child safety. A review of solution strategies, combined with an analysis of the problem setting, resulted in the development and implementation of a child safety curriculum for the targeted grades of kindergarten, second and fourth. Determining curriculum effectiveness involved the assessment of students' use of strategies to avoid abduction. Post-intervention data indicated an increase in students' awareness and ability to use an appropriate strategy when presented with a child lure scenario. (Sixteen appendices include copies of the parent and teacher surveys, student interview, rubrics, safety posters, parent newsletter, and newsletter survey. Contains 18 references.) (Author/AA)

ED 391 583 PS 023 717

Kinzig, Karen; Nakai, Janet
Improving Student Engagement in Social and Academic Activities.

projects focus on poor or disadvantaged children. Projects addressed primary services for child and youth development; comprehensive community strategies; documentation, evaluation, and technical assistance; and schools. The third section, "Special Consultations and Other Activities," describes five activities that supplement Chapin Hall's research agenda, including training programs and consultations with foundations. Lists of earlier projects are included in each section. (TM)

ED 391 600 PS 023 923

Dockett, Sue
You Make Me Alive! Developing Understanding through Play. AECA Resource Book Series, Volume 2, Number 3.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Behavior; Child Caregivers; *Child Development; Child Rearing; Cooperation; *Dramatic Play; Early Childhood Education; Foreign Countries; Interpersonal Relationship; Parents; Perspective Taking; Play; Pretend Play; Recreational Activities; Sharing Behavior; *Social Development; Teacher Role
IDENTIFIERS- Australia; *Developmental Play; *Play Theory; Vygotsky (Lev S)

This issue of the ACEA resource series focuses on the role of sociodramatic play in early childhood development, giving recommendations and examples for developing children's social understanding through play. Sections include the following: (1) "Developing Understanding through Play," which introduces the concepts; (2) "Complex Sociodramatic Play," discussing how sociodramatic play can involve both pretending and sharing pretense; (3) "Why Is Complex Play Important?"; (4) "Different Perspectives," focusing on how children realize that others have different views and interpretations; (5) "Negotiation," showing how children negotiate different perspectives within sociodramatic play; (6) "Shared Focus," asserting that children draw upon a shared focus and communication during complex play; (7) "Some Strategies for Supporting Complex Play"; (8) "Providing Shared Experiences"; (9) "Adult Involvement in Play," including a discussion of managing play, modeling negotiation skills, accepting children's play, supporting rather than taking over play, using praise appropriately, and representing the play; and (10) "Supporting Complex Play," on the delicate balance between adults supporting and extending play and dominating play. Contains 14 references. (BGC)

ED 391 601 PS 023 928

Martin, Sue
Developmentally Appropriate Evaluation: Convincing Students and Teachers of the Importance of Observation as Appropriate Evaluation of Children.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Association for Childhood Education International Conference (Minneapolis, MN, April 10-13, 1996).
LANGUAGE- English

Americans, described federal support to tribal governments in providing services to children and families, and discussed the Clinton Administration's support for welfare reform but opposition to the block grant approach. A representative of the Office of Inspector General, DHHS, reported on a study indicating that the current structure of DHHS programs created a barrier to tribal governments receiving federal funds for foster care and other child welfare services. Other witnesses included U.S. Senators; other elected officials; and representatives of numerous tribes, tribal agencies, and national Indian organizations. Their testimony included the following topics: high levels of poverty and unemployment on reservations, the need for tribal governments to design and manage their own social services programs, concern that tribal sovereignty and the special government-to-government relationship between the tribes and the federal government be maintained, avoidance of conflict between tribal and state governments, tribal determination of its service population, and service delivery by multitribal consortia. Appendix of written statements includes program descriptions and funding details. (SV)

ED 391 617 RC 020 418

Seeley, Virginia, Ed.; And Others
Native American Biographies. Multicultural Biographies Collection.
PUB DATE- 94
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indians; Autobiographies; Biographies; *Careers; Children; *Cultural Education; Early Experience; Educational Experience; Instructional Materials; Interdisciplinary Approach; *Language Arts; Learning Activities; Reading Instruction; Secondary Education; Writing Instruction
IDENTIFIERS- *Native Americans

This book, appropriate for secondary students, includes brief biographies of 21 Native Americans of the 20th century. The biographies focus on childhood experiences, cultural heritage, and career goals. The book is divided into four units that feature Native Americans with successful careers in the fields of literature and drama; fine arts and performance; the sciences and math; and education and public service. The book contains biographies of Hannay Geiogamah (Delaware-Kiowa playwright and dramatist); N. Scott Momaday (Kiowa-Cherokee writer and artist); Wendy Rose (Hopi-Miwok poet); Leslie Marmon Silko (Laguna Pueblo writer); Joy Harjo (Creek poet); Kay WalkingStick (Cherokee painter); Billy Mills (Oglala Lakota Olympic distance runner); Pablita Velarde (Tewa artist and illustrator); Rodney Grant (Omaha actor); Jaune Quick-to-See Smith (Cree-Salish-Shoshone painter); Mary Ross (Cherokee engineer); Al Qoyawayma (Hopi mechanical engineer, environmentalist, and potter); Laura Weber (Mohawk environmental engineer); Fred Begay (Navajo physicist); Lois Steele (Assiniboine physician); Rick Hill (Tuscarora museum curator); Ben Nighthorse Campbell (Northern Cheyenne senator); Shirley Hill Witt (Akwesasne Mohawk anthropologist); Thomas Segundo (Tohono O'Odham council chairman); Laura Wittstock (Seneca media consultant); and Billy Frank (Nisqually environmental activist). Following each biography are available in American Indian scholarship provide an adequate framework for a mature Native cultural and literary criticism; (2) the impact of increasing awareness of and engagement with American Indian writers of earlier periods on the way that contemporary Native intellectuals develop Indian critical studies; (3) how construing the field in terms of intellectual history rather than literary or generic history changes the critical landscape; and (4) the extent of Native intellectuals' responsibility for addressing such issues as economic and social class, gender, and sexual orientation within Indian life. Examining the works of Deloria and Mathews provides a means to identify how contemporary American Indian intellectual discourse can confront the challenges of the present and future. The book's three chapters are "Deloria and Mathews in the Context of American Indian Intellectual Traditions from 1890 to 1990"; "The Violation of Sovereign Land and Community in Deloria and Mathews"; and "Intellectual Sovereignty and the Struggle for an American Indian Future." Contains references in chapter notes, an extensive bibliography, and an index. (SV)

ED 391 633 RC 020 447

Hoover, Herbert T., Comp.; Zimmerman, Karen P., Comp.
The Sioux and Other Native American Cultures of the Dakotas: An Annotated Bibliography. Bibliographies and Indexes in Anthropology, Number 8.
PUB DATE- 93
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Literature; Annotated Bibliographies; *Anthropology; Archaeology; Canada Natives; Culture Contact; Foreign Countries; Nonformal Education; North American History; Religion; *Sioux (Tribe)
IDENTIFIERS- Native Americans; North Dakota; *South Dakota; *Spirituality

This annotated bibliography contains 1,504 entries focusing on Native American cultures that existed across North and South Dakota in relative isolation from non-Indian influences before and immediately after contact with Whites. The book is aimed particularly at scholars and teachers of Native American studies. Entries include books, journal articles, doctoral dissertations, research reports, official documents, and reference works published from the mid-1800s to the present. Following a chronology of the history of the Dakotas, a chapter on prehistory cites items comprising information about Sioux and other Indian communities of the Dakotas derived from archaeological and anthropological analysis. Items in the second chapter supply profiles of traditional Sioux culture and some information about its change through exposure to non-Indians. Major themes include origins and survival of tribal sovereignty; land loss and the struggle to protect natural resources; conflicts with neighboring tribes and federations; and cultural studies of art, music, language, literature, material culture, kinship, traditional education, and life style. A chapter on religious traditions covers the Sacred Pipe of the Sioux, missionaries and the installation of Christianity, Peyote religion, spiritual teachings, the Ghost Dance, and the Sun Dance. The fourth chapter lists sources of information about Sioux people published in Canada and Europe. The final chapter cites reference works on Dakota, Lakota, and other Siouan languages, and on winter counts. Includes author

This book is designed to introduce students to a variety of fascinating desert ecosystems through a series of learning activities including games, graphs, experiments, and crafts. Each section contains an information section along with student activities and worksheets. The section topics are sand, scorpions, and snow; scenic sculpture; desert animals; prickly plants; people of the desert; and celebrating the desert. Also included are a glossary, a suggested readings list, two full-color posters, and answers. (MKR)

ED 391 656 SE 057 559

Rise of Intelligence and Culture: A SETI Academy Planet Project.
PUB DATE- Oct 95
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; Elementary Secondary Education; *Evolution; Science Activities; Scientific Concepts; Space Exploration

The possibility of life on other worlds is one of enormous fascination. This book emphasizes how intelligence and culture helped humans form a civilization that now has the technology to detect and communicate with possible extraterrestrial civilizations. Topics discussed include indications and characteristics of intelligence, the evolutionary increase in the size of the human brain, survival needs, and the stages of human culture. Activities encourage students to examine the possibility of sending messages through space and the social issues related to the search for extraterrestrial intelligence and to contemplate how an extraterrestrial civilization may have evolved. Each unit includes the following: overview, concepts, skills, teacher's guide, and logbook. (JRH)

ED 391 657 SE 057 603

Emenaker, Charles E.
The Influence of a Problem-Solving Approach to Teaching Mathematics on Preservice Teachers' Mathematical Beliefs.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *College Students; *Education Majors; Elementary Education; Higher Education; Interviews; Mathematics Achievement; *Mathematics Instruction; Surveys

If healthy mathematical beliefs are to be fostered in students, the teachers' beliefs must also be considered. The purpose of this study was to determine: (1) the impact on interns' (n=137) mathematical beliefs of an exploratory, student-centered mathematics course, "Mathematics for Elementary Teachers Via Problem Solving," (T104) for preservice elementary teachers and (2) whether the T104 style of teaching had a stronger influence on challenging the beliefs of students with high or low levels of mathematics achievement. A Likert-style survey and a short address "Science for All: New Communities and New Attitudes" was delivered by Shirley Malcom. Plenary presentations included: "Big City Problems and Opportunities" (Weiss, Martin); "It Takes a Whole Village to Raise a Child" (Siska, Janice and Hemphill, Lynell); and "Flexibility and Teamwork Keep Nature Park Moving Forward" (Schatz, Dennis and Hoesterey, Roger). Panel discussions include: "Working with Schools in a Changing Environment"; "It Takes Two (or More Than Two) to Tango"; "Planning and Evaluation"; "Two Approaches to Science Education in the Urban Setting"; "Matching Program Content with Local Needs"; "Top Down and Bottom Up, Two Approaches to Working with Schools"; "Nobody Said It Would Be Easy, but it Certainly Has Been Fun"; "Evaluation and Assessment: Achieving Science Literacy Benchmarks"; and "Steepening the Learning Curve--What Are We Learning." (JRH)

ED 391 678 SE 057 690

Innovating and Evaluating Science Education: NSF Evaluation Forums 1992-94.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- Oct 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Assessment; *Educational Research; Elementary Secondary Education; Equal Education; Higher Education; Program Evaluation; *Science Education; Science Programs; Teacher Education
IDENTIFIERS- *National Science Foundation

This document contains papers from a series of Evaluation Forums of the National Science Foundation. The titles are: "Education Program Evaluation at NSF: What Difference Does It Make?" (D. E. Chubin); "Interagency Efforts to Review and Evaluate Science, Mathematics, and Engineering Programs Through the Federal Coordinating Council on Science and Engineering Technology" (J. L. Herman, J. S. Dietz, & C. G. Katzenmeyer); "Fostering Change in Science Education (J. D. Ellis); "Practices that Support Teacher Development: Transforming Conceptions of Professional Learning" (A. Lieberman); "Working, Thinking, and Assessment" (L. B. Resnick); "Equity: Providing Equal Access to Powerful Ideas" (R. Lesh); and "Enhancing the Success of African American Students in the Sciences: Freshman Year Outcomes" (K. I. Maton, & F. A. Hrabowski, III). (MKR)

ED 391 679 SE 057 695

Exploring Classroom Hydroponics. Growing Ideas.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Botany; Discovery Learning; Elementary Education; *Hands on Science; Junior High Schools; Learning Activities; Middle Schools; Plant Growth; Plant Propagation; *Science Instruction; Teaching Methods
IDENTIFIERS- *Gardening; *Hydroponics

Growing Ideas, the National Gardening Association's series for elementary, middle, and junior high school educators, helps

IDENTIFIERS- Slovenia

This paper deals with the different aspects of solving technical problems. To solve a technical problem in an optimal way it is not enough to consider the appropriate technical and technological principles, the different organizational, economical, and ergonomical principles must also be taken into account. The didactic aspects of solving technical problems at different levels are described. The different levels include: the functionality level, conceptualization, design and construction, and the production and maintenance level. Rules that must be considered when didactically designing a technical problem or its simulation are also described. It is concluded that different problem-solving based exercises stimulate student's creativity especially in technical and technological fields. Contains 12 references. (JRH)

ED 391 700 SO 025 496

Perkins, David N.; And Others
Thinking Connections: Learning To Think and Thinking To Learn.
PUB DATE- 94
NOTE- 130p.; Large color posters for visual reference included. This project was developed through a collaboration between Project Zero Cognitive Skills Group of Harvard University and the Northeastern Regional Educational Laboratory.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Higher Education; Learning Strategies; Teaching Methods; *Thinking Skills
IDENTIFIERS- Learning Systems

"Thinking Connections" is a thinking strategy program that teaches critical and creative thinking within the context of the regular curriculum. The main focus is helping students think to learn. Other results of this program are to develop positive attitudes, the ability to think an activity through to its conclusion, and to understand the importance of thinking. The process of teaching thinking skills is a method for teachers to integrate subject matter into their curriculum. The instruction book is divided into three modules. The first module begins with an orientation lesson about the mental management strategy in which students develop an awareness and purpose of the task set before them. They make connections by using their knowledge and learn how to convert their thoughts into thinking. After they have completed the problem, they are given time to analyze and review their performance. Module 2 concentrates on how students can make decisions by asking themselves about the options, the reasons, and the best choice. The third module involves the strategy of understanding through design by asking three important questions: what are the purposes?; what are the features and reasons?; and how well does it work? All the strategies offered not only improve the students ability to think and learn, but also aid the teacher in teaching and learning skills. The instruction manual is designed so that teachers can incorporate the strategies into their classroom environment. The volume includes illustrations, diagrams, and answers to questions. (JAG)

ED 391 701 SO 025 695

Fitzhugh, William P.
A Geography of Uruguay for Elementary Children.

traditions to foreigners, but to the people of Indonesia it means basically the rules of the village life. Villages are predominant and overseen by chiefs. Adat's rules are the roots of Islamic religion. Many of Indonesia's environmental policies stem from the teachings of Adat. While the people live Adat's religious philosophy, they naturally abide by the rules in balancing their environment and adhering to the government's policies. An important factor for preserving the environment is involving village communities at all local levels. A list of six related readings concludes the paper. Five photo copies of articles associated with Indonesia's environment are provided. (JAG)

ED 391 724 SO 025 806

Peters, Kristin Stevens, Comp.; And Others
Captivating the Public through the Media While Digging the Past.
PUB DATE- Dec 87
NOTE- 58p.; A compilation of papers presented at the Annual Meeting of the Society for Historical Archaeology Conference (Sacramento, CA, 1986). Document contains broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archaeology; Community Characteristics; Cultural Background; *Heritage Education; Higher Education; *Local History; Mass Media; *Mass Media Effects; *Mass Media Use; *Public Opinion

These papers illustrate concrete ways in which historical archaeological resources and projects can become known to wider audiences with appropriate messages of heritage values, resource preservation and study, and excitement of proper discovery. The papers claim that the media, newspapers, and other researchers are the pipeline to citizens and their feelings, opinions, and interests. Papers in this collection include: (1) "Best Foot Forward: Relationships with Public Affairs/Media Professionals" (Roger E. Kelly); (2) "Excavation and the Public Perception: A Sensible Approach to Effective Media Coverage" (David Gerald Orr); (3) "Baltimore's Magnificent Media Machine" (Elizabeth Anderson Comer; Lawrence L. Baker); (4) "Programmed Mass Education through the Media: A Case Study of the Old Spanish Fort on Point Loma" (Ronald V. May); (5) "The Media Blitz and Archaeology: What's In It for You?" (Rob Edwards); (6) "Surviving the Second Battle of the Little Bighorn: Methods of Effectively Dealing with a Media Blitz" (Douglas D. Scott); (7) "Exhibiting Archaeology" (Pauline Darcy-Staski); and (8) "Afterword: Discussant's Viewpoint" (Holly W. Bundock). (EH)

ED 391 725 SO 025 808

Fraker, Daniel M.
Improving High School Students Critical Thinking Skills.
PUB DATE- May 95
NOTE- 49p.; M.A. Practicum, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Critical Thinking; Decision Making; Decision Making Skills; Earth Science; Evaluative Thinking; Grade 9; *High School Freshmen; High Schools; *Learning Strategies; Physical Geography; *Problem Solving; *Thinking Skills

NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; *Geography; Intercultural Communication; *Latin American Culture; *Latin American History; Multicultural Education; Secondary Education; Social Studies
IDENTIFIERS- *Central America

This lesson is a series of activities and multi-media presentations designed to enable students to understand the historic and geographic roots of some of the problems that Central American nations have faced. Geography, history, writing, and storytelling are used as ways of understanding a multicultural world. Creative thinking and participation in decision-making processes are interactive strategies used in the lessons. A regional approach is used to examine the circumstances that make each nation different from their neighbors. Part of the study is set in the mid-to late-1980s, a time of especially intense turmoil that was of great concern to the foreign policy makers in the United States. Students are encouraged to examine and compare this time to the present through current events and research. (EH)

ED 391 747 SO 025 928

White, Barbara Jo; Sheffield, Elise Sprunt
The World Map Project Handbook.
PUB DATE- 95
NOTE- 80p.; Based on "The World Map Project Manual" by Barbara Jo White.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cartography; Elementary Secondary Education; Geographic Location; Geographic Regions; *Geography; *Global Education; Locational Skills (Social Studies); *Maps; *Map Skills; Social Studies; Topography
IDENTIFIERS- Peace Corps; World Wise Schools

This handbook can be used by anyone with an interest in mapmaking. The step-by-step guide shows how to draw, plan, and color a one-of-a-kind world map. There is a list of materials, supplies, worksheets, and a trouble-shooting appendix for special situations. The guide also provides a variety of enrichment activities to promote continued involvement with the world map. The activities stress cooperative problem-solving for participants of all ages. There are three parts in the guide: (1) "How to Make Your World Map"; (2) "How to Use Your World Map"; and (3) "Resources for Making Your World Map." An appendix containing directional material and a bibliography is also included. (EH)

ED 391 748 SO 025 929

Rhoades, Roxanne
Destination: Paraguay. Study Guide.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Responses to Selected Visual Stimuli" (Karen Thomas): (6) "The International Society for Education Through Art: A Brief Historical Overview" (Jane Rhoades); (7) "Teaching Art History to Children: A Philosophical Basis" (Jennifer Pazienza); (8) "Conversations and Postcards" (Joan Yochim); (9) "Linguistic Proficiency and its Application to Art Criticism and Art Appreciation" (Candace Jesse Stout); and (10) "A Culture in Conflict: Viewed Through the Art of Contemporary Wisconsin Indians" (Patricia Stuhr). (MM)

ED 391 769   SO 026 010

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1987.
PUB DATE- 87
NOTE- 147p.; Published annually. For volumes covering 1981-1987, see SO 026 005-010.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art; *Art Education; Art History; *Art Teachers; Attitudes; Childrens Art; Computer Graphics; Computer Uses in Education; Discipline Based Art Education; *Educational History; Elementary Secondary Education; Excellence in Education; Professional Development; Studio Art; Talent; Teacher Supervision; Teaching Methods; Three Dimensional Aids; Visual Arts; Visual Perception
IDENTIFIERS- Symbolic Interactionism

Papers by graduate students, and occasionally papers from their mentors which establish a context for the student papers, are organized by sponsoring University. Student papers presented are: (1) "A Husserlian Phenomenological Investigation of the Lived Experience of an Art Educator and Children" (Alan Wilson); (2) "Art in General Education, 1870-1900: The Introduction of Three-Dimensional Art Reproductions into the Public Schools of the United States" (James McNutt); (3) "Excellence in Education. Excellence in Art Education?" (Karen K. Thomas); (4) "Identifying Factors Related to Guidance Counselors' Attitudes Toward Visual Arts Programs" (Pam Gill); (5) "The Visual Artist in Prime Time Television" (Roy Pearson); (6) "Professionalization and Change in Art Education" (Mary Ellen Connelly); (7) "Reflective and Reflexive Approaches to Microcomputer Graphics: A Study Comparing Logo Turtle Graphics Programming and Paint Graphics Software in Teaching Art Concepts to Sixth Grade Students" (Kenneth Sakatani); (8) "Toward a Theory of Supervisory Practice for Discipline-Based Art Education" (Katherine Schwartz); (9) "Symbolic Interactionism as a Theoretical Perspective for the Study of Children's Artistic Development" (Pat Tarr); (10) "A Change of Vision: The Emergence of the Systems Paradigm" (Pat Perrin); (11) "Johannes Itten: Master Teacher and Pioneer of Holistic Learning" (Kathlenn Shukair); (12) "The Effect of Free and Exemplar Sorting Strategies on the Perception of Visual Structure Found in Non-Objective Paintings" (Anna Kindler); (13) "Reasons for Not Forgetting" (Steve McGuire); (14) "Review of Program Options for Gifted and Talented in the Visual Arts" (Mark Jones); (15) "Identifying Teachers' Concepts and Subsequent Practices of Art History" (Mark Moilanen); and (16) "Adolescents' Creative Productivity in the Arts" (Rochelle Robkin). (MM)

ED 391 770   SO 026 094

Memorials: Art for Remembering.

teachers with no prior full-time experience. Minority representation was reported as one of the most important criteria for selecting new staff, though minority teachers and administrators were almost impossible to find and hire. Most school districts responding to this survey did not have a minimal acceptable grade point average for new teachers. Among factors other than grades, school district recruiters considered interpersonal skills, attitude, enthusiasm, knowledge of subject matter, prior teaching experience, references, and personality. Southwestern, southeastern, and southcentral regions of the United States offered the most job opportunities for new teaching graduates. The average starting salary for new teachers with bachelor's degrees was $22,689; starting salaries for new teachers with master's degrees averaged $25,502. (ND)

ED 391 788 SP 036 454

Wood, Deborah N.
Teacher Credential Candidates' Perceptions of the Need for Preservice Training in Comprehensive Health Education.
PUB DATE- Oct 95
NOTE- 5p.; Paper presented at the Annual Meeting of the American School Health Association (Milwaukee, WI, October 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehensive School Health Education; Elementary School Teachers; Elementary Secondary Education; *Health Promotion; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Secondary School Teachers; *Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- *Preservice Teachers

Teachers carry out a variety of responsibilities in comprehensive school health, including health instruction and identification of students who may be experiencing health problems. Teacher education is considered a major factor in the effective implementation of comprehensive school health. A study was conducted, therefore, to investigate preservice teachers' opinions regarding the need for preparation in health education and the desired characteristics of such training. The study also explored whether prospective teachers' ideas about preservice health education were related to the grade level they expected to teach or their prior school experiences. Study participants included 110 California teacher credential candidates who rated the importance of 55 school health topics in preservice teacher training, grouped into 5 general categories: (1) health content; (2) promoting wellness; (3) teaching strategies; (4) identifying and managing student health problems; and (5) healthy school environment. Results indicated that 53 of the 55 topics were judged "important" or "essential" to preservice training. Prospective elementary/middle school teachers rated training in health content knowledge, teaching strategies, and identifying and managing student health problems significantly more important to their preparation than did prospective high school teachers; no significant differences were found between the two groups in the perceived importance of promoting wellness and healthy school environment. Study results indicated that credential candidates believe training in health education at the preservice level can help prepare them to assume more health-related responsibilities such as HIV/AIDS instruction, violence

DESCRIPTORS- Classroom Environment; Educational Strategies; Elementary Secondary Education; Higher Education; Instructional Development; Instructional Materials; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; Professional Development; Reflective Teaching; *Self Evaluation (Individuals); *Student Evaluation; *Teacher Competencies; Teacher Effectiveness

IDENTIFIERS- California Commission on Teacher Credentialing; *California State University Los Angeles; National Council for Accreditation of Teacher Educ; *Preservice Teachers

In an effort to provide prospective teachers with chances to reflect on their professional competence, and to demonstrate their teaching effectiveness and growth, the teacher education program at California State University, Los Angeles, decided to require students to develop portfolios. All students were introduced to the portfolio format during the required introduction to teaching course. The portfolios were expected to fulfill California Commission on Teacher Credentialing (CTC) and National Council for Accreditation of Teacher Education (NCATE) professional standards that demand evidence of achievement. Portfolios were to include evidence of competencies gained from courses and evidence of student teaching competencies in 10 CTC areas. The department recommended that students use CTC and NCATE standards to serve as guides for portfolio formats. A sample format would contain an introduction and information on classroom environment, instructional planning/implementation, diverse strategies/materials, assessment/reflections, professional development, and community involvement. Portfolio development was expected to begin with the introductory teaching course and to continue as the student progressed through the subsequent course work and student teaching experiences. Faculty were concerned about portfolio advisement and decided to have portfolio checkpoints and advisement opportunities during student teaching assignments. A sample portfolio table of contents and a course/skills checklist are included. (JB)

ED 391 807 TM 023 116

Feltovich, Paul J.; And Others

Conceptual Understanding and Stability, and Knowledge Shields for Fending Off Conceptual Change. Technical Report No. 7.

SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.

PUB DATE- 31 Dec 94

NOTE- 88p.; Version of a paper presented at the International Workshop on Human & Machine Cognition (3rd, Seaside, FL, 1993).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; *Cognitive Processes; *Comprehension; *Concept Formation; Learning Problems; *Misconceptions

IDENTIFIERS- Behavioral Stability; *Conceptual Change; Misinterpretation

This paper reports on the learning of difficult and complex concepts, the characteristics of these concepts that make them difficult for students to learn and understand well, the kinds of misconceptions students acquire, and the difficulty of changing these mistaken beliefs. A scheme, the Conceptual Stability Scheme, is presented for analyzing a concept and its related concepts for potential stability. A set of studies is reviewed that confirmed that the misconception that was predicted to be highly stable according to the Conceptual

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Advocacy; Cost Estimates; Data Analysis; Data Collection; *Evaluation Methods; Evaluation Needs; Evaluation Problems; Evaluation Utilization; Evaluators; Program Development; Program Evaluation; Research Design; *Strategic Planning; *User Needs (Information)

This handbook is designed to help educators understand program evaluation processes so that they will be able to carry out evaluation tasks and talk knowledgeably to evaluators about what they want to find out from a program evaluation. The book reviews the purposes and uses of evaluation to help the reader identify the scope and direction of the evaluation process. Section 3 introduces the strategic steps in an evaluation and gives practical suggestions to avoid pitfalls. The 10 basic steps to program evaluation are delineated: (1) identify program goals; (2) state objectives; (3) decide on the scope of the evaluation; (4) formulate evaluation questions; (5) design the evaluation; (6) choose the method of information collection; (7) list evaluation activities and establish a timeline; (8) estimate the cost of the evaluation; (9) collect, analyze, and interpret the data; and (10) communicate and act on the evaluation findings. How to report and use findings is reviewed, and a glossary of evaluation terms is included. (Contains 26 references.) (SLD)

ED 391 828 TM 024 413

Brigham, Frederick H., Jr.
United States Catholic Elementary and Secondary Schools 1993-1994. Annual Statistical Report on Schools, Enrollment and Staffing.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Catholic Schools; Coeducation; Compensatory Education; Databases; Elementary Secondary Education; *Enrollment; Enrollment Trends; Institutional Characteristics; Private Education; Religious Education; School Personnel; *School Statistics; Single Sex Schools; *Teacher Characteristics

Since 1969-70, the National Catholic Educational Association has published a statistical report on Catholic elementary and secondary schools in the United States. This year's report contains the core school enrollment and staffing data from the Association's database and includes data on Chapter 1 services, extended care programs, school boards of education, and coeducational and single-sex schools. It is based on information submitted by 174 archdiocesan and diocesan offices of education or state Catholic Conferences about the nation's 7,114 Catholic elementary schools and 1,231 Catholic secondary schools (data from the 1993-94 school year). Catholic school enrollment continues to increase, increasing 9,215 students between 1992-93 and 1993-94. Full-time faculty in Catholic schools numbered 157,201, of whom the majority (88%) were lay people. Recent studies have shown that Catholic school students excel in reading, science, and mathematics and that the religious commitment of the schools and the community support they receive help explain their remarkable success. The statistics presented in this report demonstrate the achievements of Catholic schools. Three appendixes give a

ED 391 847 UD 030 789

Tyack, David; Cuban, Larry
Tinkering toward Utopia: A Century of Public School Reform.
PUB DATE- 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational History; Educational Improvement; Educational Philosophy; Elementary Secondary Education; *Institutional Characteristics; Policy Formation; Political Influences; *Public Policy; *Public Schools; *Role of Education; School Restructuring; *Teacher Student Relationship; United States History
IDENTIFIERS- *Reform Efforts

A tension has long existed between Americans' intense faith in education and the slow pace of changes in educational practices. Citizens have attempted to improve the future by arguing about how to improve youth through education, but actual school reforms have rarely matched expectations. Why this situation has occurred, and why such resistance to change exists, are explored in this history of educational reform. This interpretation of educational reform blends political and institutional analysis. A political perspective shows show groups become mobilized to publicize problems, devise remedies, and secure the adoption of policies by school boards and legislatures. Understanding the actual implementation of reforms in schools requires insight into the distinctive institutional character of schools. Change in the daily interactions of teachers and students is the hardest and most important reform to achieve, but it can be accomplished. It will be essential to put aside the recent radical restriction of debate on public and social goals and to renegotiate a pluralistic conception of the public good. (SLD)

ED 391 848 UD 030 790

Hess, G. Alfred, Jr.
Restructuring Urban Schools. A Chicago Perspective. The Series on School Reform.
PUB DATE- 95
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; High Risk Students; *Parent Participation; *Participative Decision Making; Program Implementation; School Based Management; *School Restructuring; *Urban Schools; Urban Youth
IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils; Reform Efforts

The Chicago (Illinois) School Reform Act of 1988 set in motion a chain of reform efforts that have been the subject of considerable study. The plan emphasizes returning control of the schools to parents and the community through school-based management and local school councils. This book reports on studies of the implementation of the reform effort, and shares successes and failures of many participants in trying to reshape an ineffective urban school system. Part 1 presents a detailed account of the implementation and outcomes of the Chicago reform effort, with a chronology and some case studies.

youth survey; (2) staff report; (3) staff survey; and (4) director's report. The underlying theory and the development of these measures are reviewed, and the scales are presented with supporting psychometric evidence. Appendixes present descriptive statistics on scale items (16 tables), correlations among scales (11 tables), and preliminary evidence from a field test of a model of engagement (1 table). (Contains 24 text tables and 63 references.) (SLD)

ED 391 869 UD 030 812

Matus, Don E.

An Innovative Strategy for Support of Student Teachers in Secondary Urban Schools: A Description of an Exploratory Project.

PUB DATE- May 95

NOTE- 15p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, May 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Cooperating Teachers; Educational Innovation; Faculty Mobility; Interpersonal Relationship; Mentors; Secondary Education; *Secondary School Teachers; *Student Teachers; *Teacher Education; Teacher Supply and Demand; Teaching Methods; Urban Schools; *Urban Teaching

The inadequate preparation of urban teachers contributes to the high rate of teacher attrition in city schools. This paper describes an attempt to alleviate the rapid turnover of urban teachers through a project that helped secondary urban student teachers become effective. In the spring semester of 1993, a teacher educator, an Urban Practicum Advisor (UPA), led seminars and worked with one male and six female student teachers. The UPA was a consultant and support person and served as an adjunct to each student teaching triad of student teacher, secondary school, and school of education. Seminars throughout the semester focused on classroom management techniques. Cooperating teachers found these student teachers to be effective classroom managers, and student teachers appreciated the work of the UPA and found the program helpful. Students also appreciated that their relationships with the UPA were volitional and free of organizational demands for evaluation or supervision. All participants felt that the UPA provided a wider variety of methods and techniques for dealing with issues of urban classroom management than did their college supervisors. (SLD)

ED 391 870 UD 030 813

Suleiman, Mahmoud F.

The Art of Communicating Multiculturally: Implications for Teachers.

PUB DATE- Dec 95

NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (15th, San Juan, PR, December 8-9, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- For a related document, see ED 384 292.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Employment Potential; Financial Aid Applicants; Grants; Higher Education; National Surveys; *Paying for College; *Postsecondary Education; Private Colleges; Professional Education; Proprietary Schools; Public Colleges; Student Attitudes; Student Characteristics; *Student Financial Aid; Student Loan Programs; Tables (Data); Two Year Colleges
IDENTIFIERS- Beginning Postsecondary Students Long Study; *National Postsecondary Student Aid Study

This CD-ROM presents data from the National Postsecondary Student Aid Studies (NPSAS) conducted in 1992-93, 1989-90, and 1986-87. Students who began their postsecondary education in 1989-90 were also surveyed in 1992 as part of the Beginning Postsecondary Students Longitudinal Study First Followup. The NPSAS is a comprehensive study that is examining how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduates, graduates, and first-professional students, students attending less-than-two-year, two-year, four-year, and doctoral granting institutions. As a part of the 1993 NPSAS, information on more than 78,000 undergraduate and graduate students enrolled at any time during the 1992-93 school year was collected at about 1,100 postsecondary institutions. The sample represents students enrolled at any time between July 1, 1992--June 30, 1993. Major educational policy issues to be addressed by information collected during the study include: (1) how and why students continue their enrollment in postsecondary education; (2) how postsecondary education is financed; (3) what courses are taken and what grades and credits are earned; (4) fields of study pursued; (5) patterns of student transfers between colleges; (6) extent and timing of program completion; (7) attainment of degrees, licenses, or certificates; and (8) impact of postsecondary education on subsequent life experiences. An introductory file explains how to install the CD-ROM, limitations of the study, cautions about comparing data from the different years of the study, and additional information and restrictions on using and analyzing the data. A sampling of the variables included are: parents' contribution; parents' assets; parents' income; student's income; student's assets student's marital status; place of residence; grade point average; Social Security Benefits; medical and dental expenses; existing student loans; room and board; transportation; citizenship; degree expectations; expected date of degree; student attitude toward institution; student employment plans. FREQUENCY: Biennial. TYPE OF SURVEY: Longitudinal. POPULATION: College Students. SAMPLE: 70,000 students from 1100 postsecondary institutions. YEAR OF LATEST DATA: 1993. YEAR OF EARLIEST DATA: 1986. (DB)

ED 391 457 HE 028 947

Student Exposure to Faculty at Institutions of Higher Education. Indicator of the Month.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, Illinois October 18-22, 1995).
PUB DATE- Jan 96
NOTE- 403p.; For individual papers, see IR 017 630-676. For the 1994 proceedings, see ED 380 056.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Processes; *Computer Graphics; Curriculum Development; Elementary Secondary Education; Feminism; Futures (of Society); *Graphic Arts; Higher Education; Holography; Hypermedia; Instructional Design; Instructional Innovation; Internet; *Multimedia Materials; Semiotics; Technological Advancement; *Visual Aids; Visual Arts; *Visual Learning; *Visual Literacy
IDENTIFIERS- Digital Imagery; Graphic Organizers; Iconicity; Iconic Representation; Virtual Reality; World Wide Web

This document contains 47 selected papers from the 1995 International Visual Literacy Association (IVLA) conference. Topics include: the cultural significance of tombstone iconography; the predicted impact of multimedia on education and entertainment; the effects of digital imaging on the art of photography; visual representation of the structure of the Internet; the semiotics of World Wide Web homepage icons; anthropomorphizing the user interface; graphic organizers for teaching literacy strategies to at-risk students; visual aids in food safety education; visually translating educational materials for ethnic populations; visual representations of student assessment; the impact of cover art in young adult books; effects of computer visual appeal on motivation in learning; design issues in instructional virtual environments; the aesthetic-emotional response to media at odds with principles of critical viewing; impact of cognitive aspects of human-computer interaction on application design; visual aids and elementary creative writing; women in cyberspace; educational holograms; image maps on the World Wide Web; lessons learned in the development of an interactive multimedia CD-ROM; adaptation of a visual readability instrument to multimedia materials; instruction with digital photography; and electronic performance support systems; what teachers should know to teach students to author hypermedia; formative evaluation and World Wide Web hypermedia; computer animation in the English as a Foreign Language (EFL) learning environments; and using visuals to develop a reading vocabulary. (BEW)

ED 391 477 IR 017 630

Cochenour, John J.; Rezabek, Landra L.
Life Visions for the Future: Converging Ideas and Images from Sepulchral Visuals.
PUB DATE- 95
NOTE- 12p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains photographs which may not reproduce clearly. Recipient of Educators' Choice award.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

thoughts into paragraphs, and student reaction to sharing compositions. The study examined 25 second-graders engaged in a daily writer's workshop that included brainstorming, story webbing, drafting, editing, publishing, and presenting. Data was collected via observation, a final group debriefing, interviews with both teachers and students, and analysis of the final creative papers themselves. Children used clip art as icons as aids for mapping sequences and chronologies, and as trial-and-error aids in story planning. Many students had difficulty applying themselves to the writing process once they learned that a computer would assist them at the editing stage, but the computer's presence also lent fun to preparing the final draft, which can become mundane or frustrating. Graphical presentation software also took some of the anxiety out of sharing papers with the whole class; attention was drawn away from the child to the onscreen graphics. There was ample evidence to support the conclusion that these computer applications enhanced length and quality of compositions; increased student self-esteem; enhanced, helped students organize their thoughts via storyboarding; and got good overall reaction from the students. (BEW)

ED 391 493 IR 017 646

Lucek, Linda E.
Women in Cyberspace.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Activism; *Computer Mediated Communication; Electronic Mail; Electronic Publishing; *Feminism; *Information Sources; *Internet; Intimacy; Sex Discrimination; Social Support Groups; *Technological Advancement; Womens Studies
IDENTIFIERS- Commonality; *Cyberspace; Electronic Magazines; Feminist Scholarship; Listserv Discussion Groups; Perceived Reality; Role of Technology; Virtual Reality; *World Wide Web

Although the early settlements in cyberspace have tended to be male-dominated, diversity does exist on the Internet. In fact, a 1994-95 study revealed that women comprise 34% of Internet users. Feminism, as it came of age in the 1960s, often equated technoscience with the Vietnam War and with forces in opposition to nature and life. Postmodern feminist theory of the 1980s, on the other hand, can be called technomania rather than technophobia because it extolled the notion that technology was creating a race of cyborgs. More recent schools of thought have encouraged a reconciliation of those two views and remembrance of how technology has been used in the past to oppress those who had no access to it. Feminist scholarship should heed emerging literature which emphasizes the benefits of actual reality over virtual reality and cautions against the loss of intimacy in electronic culture, but at the same time, it should devote time to assembling a profile of the diverse female representation in cyberspace and uncovering the wealth of World Wide Web resources of interest to women. These resources include women's resource pages, feminist activism resources, organizational and professional homepages, events

IDENTIFIERS- *Caldecott Award; Gender Issues; Visual Imagery

The likelihood that books can shape children's gender role attitudes and transmit gender role stereotypes increases the need for non-sexist children's literature. This paper explores the appearance of gender in Caldecott Award winning children's books. Picture books, trade books, content books and basal readers were inspected in the 1970s for the appearance of sexism; researchers found ample evidence of sexual bias in these materials. Male characters were depicted more often than female characters and both genders were shown in traditional, stereotyped roles. In the 1980s several studies examined children's books which were published since the original research to determine whether any changes had taken place in the number of female characters or in the manner in which they were represented. A higher percentage of female images was found in the 1980s than in the 1970s; however, the gender roles still reflected stereotypes. The books published between 1980 and 1995 share some traits of their earlier counterparts; male main characters still outnumber female main characters, but only slightly. Most of the female main characters in recent literature are portrayed in a non stereotyped fashion. Another difference is the deviation from stereotyped character portrayals in folktales. Criteria for parents/educators to evaluate children's books and a list of the Caldecott Award winning books and honor books for 1981-95 are included. (Contains 16 references.) (AEF)

ED 391 511 IR 017 664

Rezabek, Landra L.; Cochenour, John J.

The Impact of Line on Perceptions of an ID Process Model.

PUB DATE- 95

NOTE- 13p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Diagrams; Higher Education; *Instructional Design; Introductory Courses; Models; *Preservice Teacher Education; *Student Reaction; Undergraduate Students; Use Studies; *Visual Perception; Visual Stimuli

IDENTIFIERS- Curves; Line Drawings

This study investigated the influence of the visual display of an instructional design (ID) model on preservice teachers' perceptions of the ID process. Forty-six undergraduate education majors (29 females and 17 males) enrolled in an introductory education class during the spring of 1995 at an institution in the United States' Rocky Mountain west participated in this study. The students were assessed on their initial knowledge and perceptions of the ID process. Students were then given a three hour introduction to ID; after instruction, students' perceptions of the ID process again were assessed. After this posttest, students were given first one and then the second of two visual depictions of the ID process; responses were assessed after each. One model was drawn with curved lines and ovals and the other original model was formed with straight lines and rectangles. Half of the students were given the curved/oval model first and the remaining half were presented with the visual models in reverse order. Preliminary data analysis suggested that the visual display of the ID model influenced student perceptions of the ID process. Overall,

Building the Service-Based Library Web Site: A Step-by-Step Guide to Design and Options.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Information Sources; Instructional Innovation; *Internet; *Library Instruction; *Library Services; Public Relations; Screen Design (Computers); Technological Advancement; Users (Information)
IDENTIFIERS- *Home Pages; Links (Indexing); Technology Plans; *World Wide Web

The World Wide Web, with its captivating multimedia features and hypertext capabilities, has brought millions of new users to the Internet. Library staff who could create a home page on the Web could present basic information about the library and its services, showcase its resources, create links to quality material inside and outside the library, and interact with browsers. Chapters include: (1) "The Home Page Advantage," which presents an overview of the World Wide Web and its ramifications for libraries; (2) "Start with a Plan," explains how to decide on an approach, a project timeline, and Web-related policy; (3) "Everybody's Web Site: Consensus and Collaboration," focuses on presenting the plan to staff and educating them; (4) "Content Search and Selection," which features directions for including remote content, or outside hyperlinks, as well as a list of subject directories and search engines; (5) "Presentation: Style and Structure," concentrating on design issues; and (6) "The Dynamic Web Site: Promotion Evaluation, and Maintenance." Throughout the book, screen captures of actual library home pages are provided, along with their Internet addresses; example of things other libraries have put on their home pages include maps, policy statements, hours of operation, directories, guides to the online catalog, interlibrary loan request forms, and even short video clips "starring" the library staff. Appendices offer online resources, special considerations depending on whether the setting is an academic library, school media center, or public library, and home page templates with sample hypertext markup language (HTML). (BEW)

ED 391 529 IR 055 804

Symons, Ann K.; Harmon, Charles
Protecting the Right To Read: A How-To-Do-It Manual for School and Public Librarians.
PUB DATE- 95
NOTE- 211p.; Illustrations by Pat Race.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Access to Information; Case Studies; Censorship; Guidelines; *Intellectual Freedom; Internet; Library Materials; *Library Policy; *Library Role; Public Libraries; School Libraries; Trend Analysis
IDENTIFIERS- First Amendment; Library Bill of Rights; *Right to Read

Chitwood, James P.
Sensitizing Community College Personnel through Customer Service Training.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Quality; *Institutional Mission; Mission Statements; *Organizational Development; Organizational Objectives; Staff Development; Staff Role; *Student Personnel Services; Teacher Role; Two Year Colleges
IDENTIFIERS- *Customer Satisfaction; Customer Services; *Okaloosa Walton Community College FL

Educational institutions rank second among the largest service industries in the United States with more than 9.1 million employees. Unfortunately, higher education institutions have shown a lack of orientation towards clientele service. Okaloosa-Walton Community College (OWCC), a comprehensive college enrolling approximately 16,000 students annually in Florida, recognizes its role as a service provider in its mission statement, but has no specific policy or training related to customer service. While a February 1991 survey of customer satisfaction at OWCC indicated that customers/students were satisfied with the treatment and level of service they received, negative responses were received. To ensure that quality customer service is provided, OWCC and other community colleges should consider the following initiatives: (1) prepare a set of statements that present the college's philosophy and expectations for effective customer relations; (2) design a method to assess the level of customer service and monitor customer service trends; (3) clarify roles and responsibility of faculty, administration, and staff in regard to customer relations and articulate a customer communication plan; (4) build an institutional identity and expectations about customer service through human resource management's recruitment, selection, hiring, and orientation with new personnel; (5) emphasize training to develop employees knowledge, skills, and attitudes in customer service; and (6) communicate attention toward customer relations and supply feedback on how the institution is accomplishing its service objectives. Contains 36 references. The student survey results are appended. (TGI)

ED 391 548 JC 960 102

Tsunoda, Joyce S.
Facing the Future--On the Edge of a New Millennium. University of Hawaii Community Colleges Report.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Colleges; Educational Finance; Educational Technology; *Employment Programs; *Enrollment; *Institutional Characteristics; Instructional Improvement; Job Training; Partnerships in Education; *Program Descriptions; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

Compiled by the University of Hawaii Community Colleges (UHCC),

ED 391 565 JC 960 121

Lee, Marcia M.
Student Retention Survey: Why Students Did Not Return, Spring Semester 1994.
PUB DATE- Jan 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Dropout Attitudes; *Dropout Characteristics; Dropouts; *Enrollment Influences; School Holding Power; Stopouts; *Student Attrition; *Student Educational Objectives; Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

In spring 1995, Westchester Community College (WCC), in New York, surveyed all 1,208 students who attended WCC for the first time in fall 1993 but did not return the following spring semester to determine their reasons for not returning. Study findings, based on an analysis of responses from 241 (20%) of the students and demographic characteristics from student files, included the following: (1) 75.5% of the 1,208 students who did not return had attended part-time, while only 56.2% of the first-time students in fall 1993 attended part-time; (2) non-returning students were 46.6% female and 62.1% White, roughly equal to their percentages among first-time students in fall 1993; (3) 34.9% of the respondents indicated that they had attended WCC for personal interest, 17% to prepare for a career change, 15.4% to transfer to a four-year college, another 15.4% to improve job skills, and 8.7% to prepare for a first career; (4) 53.5% of the respondents indicated that they had achieved their objective by the time they left WCC; (5) 14.1% indicated that they had not intended to return for spring semester when they enrolled, 12.9% that they did not return because they had to work, and 10.8% that they chose to enroll in another college; and (6) 36.5% indicated that they planned to return in the coming year or sometime, while 25.1% were undecided and 34.4% did not plan to return. (BCY)

ED 391 566 JC 960 122

A "Recap" of Accomplishments for the Twenty-Three Stratetic Planning Goals by Divisions. Annual Report 1994-95.
PUB DATE- Jan 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Planning; Community Colleges; Educational Environment; *Educational Improvement; *Educational Quality; Institutional Characteristics; *Organizational Development; *Organizational Objectives; *Program Improvement; Success; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

This report describes progress made by Westchester Community College (WCC), in New York, on 23 strategic planning goals in the 1994-95 academic year. Information is provided on the following goals: (1) increase flexibility in operating the college; (2) increase flexibility in providing innovative academic and vocational programs; (3) upgrade equipment and technological support systems; (4) increase the involvement of community businesses and agencies; (5) keep up-to-date on local

PUB DATE- May 95
NOTE- 149p.; Master's Field-Based Program, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Behavior Change; Change Strategies; Classroom Environment; *Classroom Techniques; Elementary Education; Elementary School Students; Family Environment; Interpersonal Competence; Intervention; Learning Activities; Program Effectiveness; Prosocial Behavior; Self Efficacy; Self Esteem; *Social Development; *Student Attitudes; Student Behavior; *Student Improvement; Teacher Effectiveness

Kindergarten and third-grade students in two suburban communities located in northern Illinois participated in the implementation of a program for improving student's engagement in social interactions and academic activities. The problem documentation indicated a need for teacher's intervention in order to improve student's social academic engagement as well as address parental concerns about their child's engagement. Analysis of probable cause data revealed that students' lack of engagement is related to cultural differences; lack of experience in control over their environment; internalized performance variables including self-efficacy, lack of self-esteem and ownership in the learning process; absence of intrinsic motivation; poorly developed social skills; and poor self-confidence. Two major categories of intervention were suggested: (1) creating a learning environment in which students accept and develop an appreciation for diversity; and (2) using a variety of teaching strategies through which students' sense of ownership, self-efficacy, and self esteem will be enhanced. Follow-up assessments indicated that, as a result of the interventions, the students in both kindergarten and third grade increased their levels of engagement in the classroom. Measures of satisfaction with self, self-efficacy, school attitudes, and friendship also indicated improvement following interventions. (Ten appendices include copies of the parent permission letter, student questionnaires, parent questionnaire, family history questionnaire, and behavioral checklists for kindergarten and third grade. Contains 47 references.) (AA)

ED 391 584 PS 023 718

Matthias, Margaret, Ed.; Gulley, Beverly, Ed.
Celebrating Family Literacy through Intergenerational Programming.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Pluralism; Educational Change; Educational Needs; *Family Influence; *Family Role; Innovation; *Intergenerational Programs; *Literacy; *Literacy Education; Mothers; Navajo; Parent Child Relationship; Parent Participation; Parents as Teachers; Policy Formation; Program Development; Reading; Writing (Composition)
IDENTIFIERS- *Family Literacy; Shared Book Experience; Shared

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Child Rearing; *Classroom Observation Techniques; Curriculum Evaluation; Data Analysis; Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Parent School Relationship; Parent Teacher Cooperation; Physical Development; Portfolio Assessment; Skill Development; Standards; *Student Evaluation; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; National Association Educ of Young Children; Naturalistic Evaluation; Professionalism; Vygotsky (Lev S)

Developmentally appropriate evaluation (DAE) and developmentally appropriate practice (DAP) are clearly allied. The concept of DAP has expanded to include cultural, economic, ethnic, religious, and familial appropriateness. These same concepts are equally applicable to appropriate evaluation. Factors to consider for appropriate evaluation include: (1) the importance of naturalistic observation; (2) evaluation effectiveness; (3) the context of the child, including the child's social environment; (4) biological maturation; (5) measuring quality of care; (6) parents as partners, including improving parent-teacher communication; and (7) professional observation. Key components of DAE include: (1) objective recording of the child's behavior; (2) selection of appropriate methodologies for recording; (3) recognition of biases; (4) emphasis on process of individual development; (5) basing of evaluations on objective data; (6) validation of inferences drawn from observations; and (7) careful use of theoretic models. (Contains 13 references.) (BGC)

ED 391 602 PS 023 942

Strasburger, Victor C.
Adolescents and the Media: Medical and Psychological Impact. Developmental Clinical Psychology and Psychiatry, Volume 33.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; Aggression; Children; *Communications; Drug Use; Influences; *Mass Media; *Mass Media Effects; Nonprint Media; Pornography; Printed Materials; Psychological Evaluation; *Psychological Studies; Psychometrics; Psychopathology; Rock Music; Sexuality; Social Psychology; Telecommunications; *Television Research; Video Games
IDENTIFIERS- Bandura (Albert); Media Ethics; Music Videos; Television Theory

Aimed at primary care physicians and nurses, educators, and parents, this book reviews media effects on adolescent behavior and psychology. The book notes that television is a powerful medium to which adolescents are uniquely susceptible and how studies have shown television's ability to shape social attitudes. Theories of how television affects children's and adolescents' attitudes are discussed, including theories of social learning, excitation or arousal, cognitive neoassociation, and cognitive scripting. The chapters cover a number of topics as follows: (1) "Overview: How Is the Research Done? What Are the Issues?" covering the role of communications research; (2) "Media Violence and Aggressive Behavior," focusing on early research, desensitization, guns and the media, suicide, and video games; (3) "Adolescent Sexuality and discussion questions and exercises on understanding words in context, recalling details, understanding inferences, reading interpretation, analyzing quotations, and critical thinking. In addition, each unit includes activities aimed at career awareness, understanding Native culture, and building research skills; learning activities related to social studies, language arts, visual arts, health, math, and science; and instructions for writing autobiographies and biographies. Includes a glossary, a bibliography, photographs, and an index. (LP)

ED 391 618 RC 020 424

Barker, Bruce O.; And Others
Rural Schools and the Internet: Providing an "On/Off Ramp" to the Information Superhighway of the 21st Century.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Distance Education; Educational Benefits; Educational Change; Educational Objectives; *Educational Opportunities; Educational Technology; Electronic Equipment; Elementary Secondary Education; Hypermedia; Information Networks; *Internet; *Rural Schools; State Boards of Education
IDENTIFIERS- *Illinois

This newsletter addresses educational reform related to student use of computers and the development of computer networks in Illinois schools. This educational trend is particularly relevant for improving the educational opportunities of rural students. Both the Illinois State Board of Education and the Illinois Planning Coalition for Educational Technology have called for using technology as a resource to support student learning and improve operational efficiency. A combination of communications and information technologies constitutes the National Information Infrastructure, commonly referred to as the Internet. The Internet provides students and teachers with access to the following: (1) networking and collaboration through worldwide electronic mail, distribution lists, and group mail; (2) numerous databases and electronic bulletin boards, through which users can exchange information in the form of text, audio, and graphic formats; (3) collaborative investigation allowing teachers and students to investigate problems and issues and share products across geographic and political boundaries; and (4) resources ranging from curricula to exemplary classroom activities. Because of the Internet, every school regardless of size, location, or socioeconomic condition can provide students with the same opportunities heretofore available only to students in affluent schools. This newsletter also discusses cautions for rural and small schools in using the Internet, information on getting connected to the Internet, equipment needs and costs associated with using the Internet, and efforts in Illinois to promote Internet access for all K-12 schools. Contains 25 references. (LP)

ED 391 619 RC 020 425

Hall, Robert F.; Barker, Bruce O.

and subject indexes covering this book and "South Dakota History: An Annotated Bibliography." (SV)

ED 391 634 RC 020 449

Conger, Rand D.; Elder, Glen H., Jr.
Families in Troubled Times: Adapting to Change in Rural America. Social Institutions and Social Change.
PUB DATE- 94
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Development; Adolescents; *Economically Disadvantaged; Economic Factors; *Family Environment; Family Relationship; Mental Health; Parent Child Relationship; Rural Areas; *Rural Family; *Rural Youth; Small Towns; Social Change; Social Support Groups; *Stress Variables; *Well Being
IDENTIFIERS- Economic Decline; Farm Crisis; *Iowa

In Iowa in the 1980s, dreams of prosperity were suddenly replaced by economic nightmares as plummeting land values generated economic decline and dislocation in rural communities and individual lives. This book examines the experience of over 400 Iowa families who lived through the Great Farm Crisis and now face an uncertain future. Interviewed as part of the Iowa Youth and Families Project (IYFP), these families live on farms or in small rural communities that are financially dependent on a volatile agricultural economy. In 1989, all families included a seventh-grade adolescent and a sibling within 4 years of age. This family configuration provided the basis for assessing the impact of economic hardship on marital, parent-child, and sibling relationships. Chapters of the book are separately authored by members of the IYFP research team, but each evaluates dimensions of a specific model of family economic stress. As proposed in the model, financial hardship directly increased risk for emotional problems, especially among parents. Personal unhappiness and irritability translated into hostile and angry behaviors with other family members, including children, and threatened the perceived quality of family relationships for all family members. Ultimately, family conflict and turmoil increased the risk of adjustment problems in the development of children and adolescents. Fortunately, strengths of family members and their relationships within and outside the nuclear family served to attenuate these difficulties. Chapters cover the IYFP; methodology; rural economic and social trends; families under economic pressure; survival, loss, and adaptation among farm families; children's and adolescents' role in the household economy; family origins of personal and social well-being; psychological consequences of economic hardship; marital relations; harsh parenting; resilient and vulnerable adolescents; sibling relations; and summary and recommendations. Authors are Rand D. Conger; Glen H. Elder, Jr.; Frederick O. Lorenz; Janet N. Melby; Paul Lasley; Elizabeth B. Robertson; Monika Ardelt; E. Michael Foster; Les B. Whitbeck; Ronald L. Simons; Shirley Huck; Ruth Montague; Xiao-Jia Ge; Chyi-In Wu; and Katherine J. Conger. Appendix includes scales for observer rating of family interactions. Bibliography contains over 250 references. Subject and author index included. (SV)

ED 391 635 RC 020 467

Webb, Clark D.; And Others
Local Schools of Thought: A Search for Purpose in Rural Education.

answer survey, as well as nine interviews with preservice techers, were administered. Results of interviews showed four key themes: (1) There is more than one way to solve a problem and some problems have more than one correct answer; (2) Understanding concepts in mathematics is more important than memorizing procedures; (3) It is reasonable to expect people of average mathematical ability to discover some mathematical concepts on their own; and (4) T104 caused preservice teachers to reconsider and, in some cases, change their ideas of how to teach mathematics. Statistically significant improvements were observed for four of five beliefs investigated in a Likert-style beliefs survey. Contains 18 references. (MKR)

ED 391 658 SE 057 605

Brown, Dawn L.; Wheatley, Grayson H.
Models of Neural Plasticity and Classroom Practice.
PUB DATE- Oct 95
NOTE- 15p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Constructivism (Learning); Elementary Secondary Education; Epistemology; *Mathematics Education; *Neurology; *Neuropsychology

The purpose of this paper is to explore the relationship between constructivism and neural organization. Support is given for a constructivist epistemology in current brain theory. A brief description of constructivism is provided, followed by the implication of this set of beliefs for viewing humans as self-organizing systems. What has been learned about how the brain is organized for cognitive functioning, with special attention to neuroplasticity, is described. Evidence for sensitive periods of development in the nervous system is presented. Recently developed techniques for studying human brain activity while engaged in cognitive activity are described. In the closing section of the paper, the implications of models of human brain functioning for theories of knowing are outlined, suggesting that constructivism fits well with these models. Contains 52 references. (MKR)

ED 391 659 SE 057 606

Brenner, Mary E.; And Others
The Role of Multiple Representations in Learning Algebra.
PUB DATE- 20 Oct 95
NOTE- 55p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Context Effect; *Cooperative Learning; *Functions (Mathematics); Grade 7; Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Instruction; Middle Schools; Problem Solving; Teaching Methods; Word Problems (Mathematics)
IDENTIFIERS- Middle School Students; Pre Algebra;

teachers engage students in using plants and gardens as contexts for developing a deeper, richer understanding of the world around them. This volume's focus is on hydroponics. It presents basic hydroponics information along with suggestions for helping students discover concepts on their own, and includes numerous examples from actual classrooms where teachers explore this growing technique with their students. Also included are suggestions for supporting students' varied learning styles in both cooperative and individual activities. Chapter titles are: "The What and Why of Hydroponics"; "Meeting Plant Needs"; "Choosing and Nurturing Plants"; "Exploring Hydroponics in Your Classroom"; "Choosing Systems"; "Simply Super School-Made Soilless Systems"; "Resources and Suppliers"; and "Appendix: Homemade Nutrient Mix." (MKR)

ED 391 680   SE 057 701

Allen, Sue; And Others
Teaching Scientific Concepts with Transparent Detector Models: An Example from Optics.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Geometry; Instrumentation; *Models; *Optics; Physics; Science Instruction; *Scientific Concepts; Secondary Education

This paper describes an attempt to facilitate students' learning of scientific concepts by using detectors that take as input physical information and output an instantiation of the concept. The principle hypothesis was that students would have a better understanding of the concept of image if they were taught to use a simplified, runnable model of their own visual detectors, than if they were taught using a more traditional approach. To test this hypothesis, two almost identical versions of a curriculum in geometrical optics were created, one version used a mechanistic, interpretive eye model, while the other treated the eye as a passive receiver of light. Results indicate that students who were taught a runnable model of visual perception exhibited a better understanding of the difficult relationship between an observer and a virtual image, were better able to identify the location of an image in a range of real-world optical situations, and were less likely to think of it as located on the surface of a mirror or lens. It was concluded that significant gains are made by teaching students a transparent-detector model of image formation rather than a more traditional geometrical definition of image formation. (JRH)

ED 391 681   SE 057 702

Kindfield, Peter B. A.
Issue-Based Discussion in a Classroom of Designers.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (75th, Chicago, IL, November 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Environment; Environmental Education; Foreign Countries; *Geographic Concepts; *Geographic Location; *Geographic Regions; Geography; *Geography Instruction; Physical Environment; *Physical Geography; *Social Studies
IDENTIFIERS- Chesapeake Bay; Murray River Region; Rio de la Plata

This paper is part of a larger study, conducted as part of a Christa McAuliffe Fellowship research project, "A Comparative Geography of Three Ecologically Similar Regions." The study compared the Chesapeake Bay region of Maryland with the Murray River region of South Australia and the Rio de la Plata region of Uruguay. The project was designed to be usable by teachers and readable by students. The readings and questions after the readings are complete in themselves. Teachers are encouraged to draw upon other resources to add more depth to this unit. Using any two of the studies (Australia, Uruguay, or Maryland) permits teachers to use a technique called comparative geography which presents data and encourages students to draw conclusions about similarities and differences in the three regions. A question segment accompanies the readings. Some vocabulary words are in Spanish to help children become acquainted with a new language. (EH/Author)

ED 391 702 SO 025 696

Fitzhugh, William P.
Maryland: A Geographic Study for Elementary Students.
PUB DATE- Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (75th, Chicago, IL, November 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Environment; *Environmental Education; Foreign Countries; *Geographic Concepts; Geographic Location; *Geographic Regions; Geography; *Geography Instruction; Physical Environment; *Physical Geography; *Social Studies
IDENTIFIERS- Chesapeake Bay; Murray River Region; Rio de la Plata

This paper shows comparisons among the Chesapeake Bay region of Maryland, the Murray River region of South Australia, and the Rio de la Plata region of Uruguay. Through comparative geography, students are to draw their own conclusions about the similarities and differences of the three regions. Teachers are encouraged to use other resources to aid in the study of these three regions. Environmental information of the regions is presented with the geographic information. A question segment encourages further research. (EH)

ED 391 703 SO 025 705

This report describes a program for advancing critical thinking skills in an integrated earth science geography course. The targeted population consists of high school freshmen from a growing, upper middle class, suburban community 40 miles west of Chicago. The information on these students comes from teacher observation, colleague surveys, and assessment of student work. Analysis of probable cause data reveals: (1) students are indifferent; (2) critical thinking strategies have not been developed sufficiently; (3) students do not make relationships within and between subjects; and (4) the traditional 50-minute classes cause learning to be segmented and interrupted. Student questionnaires, faculty surveys, and a review of current science curriculum document these probable causes. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in a selection of three major interventions: (1) a change in the current 50-minute class structure; (2) a change of curriculum content; and (3) a change in instructional procedures. Tables, teacher questions, a teacher check list, and a teacher survey are included in the appendix of the research. Contains 19 references. (EH)

ED 391 726 SO 025 809

Lackey, Donald H.
Promoting Multiethnic Relationships by Utilizing the Principles of Community Building.
PUB DATE- May 95
NOTE- 83p.; M.A. Thesis, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; Culture; Culture Contact; *Diversity (Institutional); Ethnicity; Grade 8; *Intercultural Programs; Junior High Schools; Middle Schools; *Multicultural Education; Peace; Social Integration
IDENTIFIERS- Rockford School District 205 IL

This report describes a student leadership program, Putting the Environment Above the Common Ego (PEACE), designed to reduce incidences of eighth grade students forming self-segregating groups based on ethnic or racial heritage. The targeted groups form the diverse student body attending a middle school with 1,400 students in Rockford, Illinois. Formation of the student-devised segregated groups was revealed by staff and administration. Analysis of staff and student surveys, personal logs, and the study of the student composition of after school groups confirm the initial observations of this middle school's professional staff. Causes of the problem include: (1) a city historically and geographically divided with societal tendencies to categorize people by race, economic circumstances, or ethnic background; and (2) a school culture that failed to address adequately the issue of diversity. The PEACE leadership program, based on survey interpretation and personal logs, did not appear to have had an impact on the incidences of students forming self-segregating groups. The school has a template of this organization, its purposes, practices, and ideals, but the challenge remains to bring the diverse student group together. Charts and graphs are included along with eight appendices. (EH)

ED 391 727 SO 025 810

DESCRIPTORS- Area Studies; Cross Cultural Studies; Elementary Secondary Education; *Environmental Education; Ethnic Studies; Foreign Countries; *Foreign Culture; *Global Education; International Education; *Latin American Culture; *Latin Americans; *Multicultural Education; Social Studies; World Geography; World History
IDENTIFIERS- Paraguay; Peace Corps; South America; World Wise Schools

This guide offers a closer look at Paraguay as a landlocked republic in the heart of South America. The activities emphasize the interaction between the people and their land and pertain to three academic levels. Activities for grades 3-5 include: (1) "Packing for Paraguay"; (2) "Where in the World Are We Going and How in the World Will We Get There?"; (3) "Now Boarding for Departure"; (4) "Getting There is Half the Fun"; (5) "Sights Along the Way: A Field Guide to Wildlife in Paraguay"; (6) "A Day in the Life"; and (7) "Aleluya!" Activities for grades 6-9 include: (1) "Destination: Paraguay"; (2) "Testing the Waters"; (3) "Paraguay's Blending of Cultures"; (4) "Agriculture in Paraguay"; (5) "School Life in Paraguay"; and (6) "Source of Power." Activities for grades 10-12 include: (1) "Land of the Rivers"; (2) "Viewing the Video"; (3) "Nueva Minneapolis?"; (4) "Deforestation in Paraguay"; (5) "Compulsory Democracy?"; and (6) "Tales of the Chaco." The six basic themes of geography serve as the essential organizing structure of the units. Each activity is coded by number to the geography standards to which it best relates and is presented in five sections: (1) focus; (2) resources; (3) background; (4) activities; and (5) extension. Activities can be adapted for the needs and interests of different students. (EH)

ED 391 749 SO 025 934

Chapin, June R.; Messick, Rosemary G.
Elementary Social Studies: A Practical Guide. Third Edition.
PUB DATE- 96
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Education; Education Courses; Elementary Education; Higher Education; *Preservice Teacher Education; *Social Sciences; *Social Studies; *Teacher Education; *Teacher Education Curriculum; Teaching Methods; Units of Study

This text is based upon three assumptions: (1) the reader has completed a professional sequence of the teacher preparation program with a general background in the acacdemic disciplines such as history, sociology, and anthropology, that serve as a foundation for elementary social studies; (2) the reader is scheduled for only a one-semester, one-to-three-credit course in teaching social studies, or a core methods course in which social studies instruction is integrated; and (3) other courses in the teacher preparation program expose the reader to learning theory, curriculum planning, teaching concepts, generalizations, and instructional technology. The book limits the scope of the work to topics that are basic, specific, and yet critical to teaching the social studies in the elementary years, K-8. Chapters in this edition include: (1) "The Elementary Social Studies Curriculum"; (2) "Planning for Social Studies Instruction"; (3) "Instructional Strategies"; (4) "Social Studies in the Primary Grades"; (5) "Social Studies in

PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; *Art Education; Art History; Elementary Secondary Education; Foreign Countries; Sculpture; World War I
IDENTIFIERS- Benin; Chinese Art; Grave Markers; *Memorials

Throughout history, in all parts of the world, people have struggled with the problem of loss. Moving words have been written and beautiful objects created to preserve the memory of people and their achievements. This theme issue explores the different ways that people have been praised and remembered in works of art. An introduction suggests a variety of memorial types and discusses aspects of durability and selectivity. Four memorials are presented: (1) "A Memorial to a King: Head of an Oba"; (2) "A Memorial to a Soldier: 'Painting No 47, Berlin'" (Marsden Hartley); (3) "A Memorial to an Athlete: 'Ritual Road Serving Vessel'" (Jing Gui); and (4) "A Memorial to a Family Member: 'Adams Memorial'" (Augustus Saint-Gaudens). A lesson plan section gives suggested activities that correlate with the memorials described. A student worksheet and take home page in English and Spanish are given. The issue concludes with a list of resources. (MM)

ED 391 771 SO 026 096

Lyons, Nancy Hague; Ridley, Sarah
Japan: Images and Words. An Interdisciplinary Unit for Sixth-Grade Art and Language Arts Classes.
PUB DATE- 94
NOTE- 66p.; Color slides and prints not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Art; Art Activities; Art Appreciation; *Art Education; Foreign Countries; Grade 6; *Interdisciplinary Approach; Intermediate Grades; *Japanese Culture; *Language Arts; Painting (Visual Arts); Visual Arts
IDENTIFIERS- Japan; *Japanese Art

This packet, written for teachers of sixth-grade art and language arts courses, is designed to inspire creative expression in words and images through an appreciation for Japanese art. The selection of paintings presented are from the Freer Gallery of Art, Smithsonian Institution. The interdisciplinary approach, combines art and language arts. Lessons may be presented independently or together as a unit. Six images of art are provided as prints, slides, and in black and white photographic reproductions. Handouts for student use and a teacher's lesson guide also are included. Lessons begin with an anticipatory set designed to help students begin thinking about issues that will be discussed. A motivational activity, a development section, closure, and follow-up activities are given for each lesson. Background information is provided at the end of each lesson. The three lessons are: (1) "Learning from Paintings: Is a Picture Worth a Thousand Words?"; (2) "Making Paintings: Pictures and Writing"; and (3) "Reading Paintings: Painting Stories." Lists of recommended books and resources conclude the materials. (MM) prevention, and conflict resolution. A table provides a list of topics that are included in the five areas of comprehensive health education. (ND)

ED 391 789 SP 036 456

Glatthorn, Allan A.; Fox, Linda E.
Quality Teaching through Professional Development. Principals Taking Action Series.
PUB DATE- 96
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Beginning Teacher Induction; *Educational Environment; Educational Improvement; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Instructional Leadership; *Principals; School Administration; School Personnel; Teacher Effectiveness; *Teacher Improvement; Teachers
IDENTIFIERS- Teacher Principal Relationship

This publication is designed to show principals how to improve staff development strategies. It begins by laying the foundations for teacher development. The first chapter explains what is known about teaching and identifies four general groups of teachers: productive teachers, who are highly motivated and skilled; novice teachers, who are still mastering the basic skills of teaching; marginal teachers, experienced teachers, who still demonstrate serious deficiencies; and passive teachers, who are competent but unmotivated. The second chapter explains the kind of work environment that all teachers and principals should have, termed a "learning community," in which growth and development flourish in a collaborative culture. Chapter 3 explains how to organize that learning community for individualizing developmental services. However, rather then prescribing one set of structures for all schools, the chapter explains the basic principles needed and presents a process that can be used in developing homegrown structures. Chapters 4,5,6, and 7 explain how principals can foster the development of the four groups of teachers identified. Each of these chapters begins by describing the characteristics and needs of the group considered, then explains what services are needed and how they can best be provided. Chapter 8 focuses on the nonteaching professional staff--the nurses, librarians, counselors, social workers, and classified staff. The final chapter discusses ways principals can develop the support resources needed to accomplish the goals identified. (Contains 74 references.) (ND)

ED 391 790 SP 036 457

Landers, Mary F.; And Others
Inclusionary Skills and Practices of Inservice Principals and Teachers: Implications for Restructuring Teacher Preparation. Education Systems Change Project.
PUB DATE- Nov 95
NOTE- 19p.; Paper presented at the Annual TED Conference (18th, Honolulu, HI, November 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Stability Scheme was, in fact, highly stable. The mental maneuvers (knowledge shields) learners engage in to ward off changing their beliefs are presented and discussed. Many different kinds of shields are used in a variety of circumstances. (Contains 23 figures and 48 references.) (Author/SLD)

ED 391 808 TM 024 132

Performance-Based Accountability Program: Reference Manual for the 1993-1996 PBAP Cycle.
PUB DATE- Mar 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accountability; Educational Assessment; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Performance Based Assessment; Program Development; Program Implementation; *School Districts; State Legislation; State Programs; *Testing Programs
IDENTIFIERS- *North Carolina

This reference manual guides users in developing or amending school improvement plans for the 1993-96 Performance-Based Accountability Program (PBAP) of the North Carolina Department of Public Instruction. The PBAP was established with the passage of the state's School Improvement and Accountability Act (1989). In addition to establishing a specific mission for the public schools, it provides incentives for school systems to move beyond state accreditation and to set higher standards for student performance. Participating districts may receive funds for differentiated pay for certain state-paid employees. A local education agency that participates in the PBAP must develop a 3-year school improvement plan, and even districts that do not participate are subject to the testing and reporting provisions of the legislation. The manual discusses program guidelines and plan components and provides some information about resources for assistance in plan development and implementation. Ten forms used in the participation process are presented. The pertinent legislation is attached. (Contains three figures.) (SLD)

ED 391 809 TM 024 142

Number of Maryland Public Schools by Organization and Enrollment.
PUB DATE- 30 Sep 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Counties; *Elementary Schools; Elementary Secondary Education; *Enrollment; Institutional Characteristics; Middle Schools; Nontraditional Education; *Organization; *Public Schools; School Districts; School Size; *School Statistics; *Secondary Schools; Special Education; Vocational Education
IDENTIFIERS- *Maryland

This compilation of tables presents information on Maryland's public schools. The state's 1,254 schools include 791 elementary, 202 secondary, 175 middle, and 23 combined schools as well as 49 special education centers and 14 alternative centers. A breakdown for each type of school is given for each summary report of basic school statistics, a list of states with enrollment increases, and a summary report of data on special programs. (Contains 25 exhibits.) (SLD)

ED 391 829 TM 024 414

Wisconsin Performance Report for Districts and Schools within Districts. 1994-95 Eighth Grade Knowledge and Concepts Examinations.
PUB DATE- Jan 95
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Grade 8; Junior High Schools; Knowledge Level; Language Arts; Mathematics Education; Reading Instruction; *School Districts; Science Education; Scores; Social Studies; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Wisconsin Student Assessment System

This report displays summary results from the Wisconsin Student Assessment System 1994-95 Eighth Grade Knowledge and Concepts Examinations for all Wisconsin school districts and schools with an eighth grade. Statewide data for 57,388 of Wisconsin's 58,821 eighth graders are reported; certain categories, such as limited English speaking students, are excluded. Data from the districts are reported in alphabetical order, with schools containing eighth graders listed under each district. Mean raw score, national percentile rank and stanine, and state percentile rank and stanine are listed for each multiple-choice subject area (reading, mathematics, language, science, and social studies), the multiple-choice battery total, and two types of writing (imaginative and persuasive). An average grand composite score gives an indication of overall district achievement. These results are presented in tabular form (187 pages). (SLD)

ED 391 830 TM 024 415

Beyer, Barry K.
How To Conduct a Formative Evaluation.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Feedback; *Formative Evaluation; Higher Education; *Material Development; *Program Development; Self Evaluation (Groups); Validity

Formative evaluation consists of assessing educational programs or other kinds of educational products while they are being developed to help shape them into their final forms. This publication is intended for those whose job it is to develop new programs and products or to evaluate them during development. Topics discussed include: (1) the nature and importance of formative evaluation; (2) when to conduct them and what to look for; (3) sources of formative feedback; (4) data-gathering instruments and procedures; (5) formative

Part 2 challenges local, state, and national policy and fundamental assumptions about urban schools and at-risk students. How to adapt traditional assumptions to result in school restructuring is explored. The radical initial efforts of the Chicago plan appear to be laying the groundwork for more ordinary, incremental change and restructuring. It is still too soon for the last word on the Chicago experience, but change is occurring. Appendix A discusses monitoring the reform effort, and Appendix B explores the financial aspects of the reform effort. (Contains 2 text tables, 7 tables and 5 figures in Appendix B, and 216 references.) (SLD)

ED 391 849 UD 030 791

Rogers, Pat, Ed.; Kaiser, Gabriele, Ed.
Equity in Mathematics Education. Influences of Feminism and Culture.
PUB DATE- 95
NOTE- 287p.; Many chapters derived from sessions on "Gender and Mathematics Education" at the meeting of the International Congress on Mathematical Education (7th, Quebec City, Quebec, Canada, August 1992).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Practices; *Equal Education; *Females; *Feminism; *Mathematics Education; Mathematics Instruction; Models; Sex Differences; *Sex Fairness; Teaching Methods

This book provides educators and other interested readers with an overview of the most recent developments and changes in the field of gender and mathematics. The overview is grounded in a model for understanding how change occurs. The model, developed by P. McIntosh (1983), arose from the examination of efforts in North America to liberate mathematics from a male-dominated Eurocentric world view and to develop a more inclusive curriculum. An introductory chapter describes the McIntosh model, which moves from "womanless mathematics" through stages to a reconstructed mathematics. Twenty-six additional chapters are grouped into the following sections: (1) "Intervening with Female Students"; (2) "Working with Female Teachers"; (3) "Focusing on Practicing Teachers"; (4) "Educating the Public"; (5) "Comparative Studies"; (6) "Cultural Perspectives"; (7) "Feminist Pedagogy in Mathematics Education"; and (8) "Changing the Discipline." References follow each chapter. (Contains 1 figure and 22 tables.) (SLD)

ED 391 850 UD 030 792

Griffiths, Morwenna, Ed.; Troyna, Barry, Ed.
Antiracism, Culture and Social Justice in Education.
PUB DATE- 95
NOTE- 227p.; Papers presented at the Annual Conference of the British Educational Research Association (Oxford, England, United Kingdom, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; *Culture; Educational Change; Educational Research; *Elementary Secondary Education; Equal Education; Ethnic Groups; Feminism; Foreign Countries; *Higher Education; Minority Groups; *Multicultural Education; *Racial

DESCRIPTORS- Citizenship Education; *Communication (Thought Transfer); Context Effect; *Cultural Awareness; Cultural Differences; Educational Environment; Interaction; Learning; *Multicultural Education; Racial Discrimination; *Social Change; Socialization; *Teaching Methods
IDENTIFIERS- Tolerance

The changing demographics in the United States have contributed to the increase of the preexisting multicultural nature of the American society. To actively participate in their meaningful civic function, individuals need to be more sensitive to the contextual demands of the communicative event as they relate to language, culture, ethnicity, and race. This will in turn reduce prejudice and promote tolerance, foster understanding and enhance communication, facilitate socialization and increase harmony, and augment appreciation of diversity in the pluralistic society. In particular, today's classrooms, as a microcosm of the whole diverse society, present teachers with the challenging task of cultivating culturally diverse communication patterns and maintaining a meaningful interaction in the learning/teaching environment. Thus teachers must be keenly aware of different interactional patterns brought in to the classroom and be sensitive to the communication styles of their students. This paper explores these issues and presents pedagogical implications for promoting an ambiance conducive to learning in culturally diverse environments. (Contains 25 references.) (Author)

ED 391 871 UD 030 814

Between Hope and Fear: Teens Speak Out on Crime and the Community. Study No. 952013. A Survey Conducted for the National Teens, Crime and the Community Program. Fieldwork: October 5 to November 16, 1995.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 26 Dec 95
NOTE- 232p.; Survey conducted by Louis Harris & Associates, Inc., New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Community Characteristics; *Crime; Educational Objectives; Prevention; Private Schools; Public Schools; Racial Relations; Safety; Secondary Education; *Secondary School Students; *Student Surveys; *Urban Problems; *Violence; Youth Problems

A survey considered young people's attitudes toward crime and violence and community service. The survey was based on a sample of 2,023 public, private, and parochial school students in grades 7 through 12, including a representative sample of urban students. The majority felt safe in their communities, but many did not always feel safe. Twenty-nine percent were worried about drive-by shootings. More than one in three thought crime was a serious problem in their communities, and three in four believed conditions were not changing or were growing worse. Racial tensions and violence were perceived to be bigger problems in urban areas. Seven in 10 either did not know or did not think they could do anything to help prevent crime in their neighborhoods. In addition, teens were often ambivalent about the roles of different social institutions in their communities. Three out of four, across race and location, said that going to college, saving money, having career goals, and having a family are very important. Overall, the survey

DESCRIPTORS- *College Faculty; College Instruction; *College Students; Comparative Analysis; Educational Trends; Graduate Study; Higher Education; Institutional Characteristics; Instructional Program Divisions; Research Universities; *Teacher Student Relationship; Undergraduate Study; Universities
IDENTIFIERS- Comprehensive Universities; *Contact Hours; Liberal Arts Colleges

This bulletin presents national data on college student exposure to senior faculty at institutions of higher education measured as the percentage of a student's classroom time spent with full or associate professors. Highlights of the data are: (1) at research, doctoral, and comprehensive institutions in both 1987 and 1992, the majority of upper division and graduate students' classroom exposure to faculty was with senior faculty (full or associate professors); (2) at comprehensive institutions in 1992, undergraduate students in lower division courses had less classroom exposure to senior faculty than did students in upper division courses; and (3) students in undergraduate courses at research institutions had about the same classroom exposure to senior-level faculty as did students in undergraduate courses at comprehensive and liberal arts institutions. The bulletin includes a table and a graph showing the percentage of classroom hours during which 4-year college and university students are exposed to faculty of different ranks, by type of institution, level of class, and course division in the fall of 1987 and 1992. (JB)

ED 391 458 HE 028 948

Cost Analysis of the Department's Initiative To Consolidate Debt Collection Service Loans into the Direct Loan Program. Audit Report.
PUB DATE- Jan 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; *Federal Programs; Financial Audits; Government Role; Higher Education; Loan Default; Loan Repayment; Policy Formation; Program Evaluation; *Student Loan Programs
IDENTIFIERS- *Debt Collection; Department of Education; *Direct Lending

An assessment of the cost-effectiveness of an initiative to target 823,278 defaulted student loans in the Debt Collection Service (DCS) for consolidation into the Direct Loan Program concluded that it was not cost-effective. The study found that the Department of Education's cost to consolidate about 80,000 DCS borrowers into the program would be about $38 million due in large part to collection agency fees and service fees. Although the majority of the cost would be added to the borrower's principal loan balance, Income Contingent Repayment (ICR) collections would probably still not be sufficient to cover the cost of consolidation. In addition, while the borrower's loan was in the Direct Loan program the Department would lose revenue from involuntary collections. Based on the fact that DCS borrowers have a poor payment history, there is a strong possibility that these borrowers would default again or be allowed to make zero or minimal payments. DCS currently can accept payments based on the borrower's ability to pay and analysis of current collections indicates that the Department's expectations for the Direct Loans ICR plan may be overly optimistic. Also, DCS will soon have an ICR plan. The document includes information on the audit and its methodology, and

DESCRIPTORS- Cultural Background; *Cultural Images; Cultural Relevance; Data Collection; *Death; Field Studies; *Folk Culture; *Religious Factors; *Semiotics; Values; Visual Learning; Visual Literacy
IDENTIFIERS- *Cemeteries; *Iconic Representation; Religious Art; Symbology

Many historical and traditional symbols are recorded in cemeteries. The symbols and motifs on tombstones profile individual lives, but they also convey information regarding a society's order, values, religious practices, and realities at the time of the individual's death. The primary goals of this research effort were to identify a variety of visuals found on tombstones, to look for patterns and categories of use, and to attempt to ascertain societal meanings of the these icons. Data collection entailed visiting 26 cemeteries in England, Scotland, and within the United States: Colorado, New Mexico, New York, Oklahoma, and Wyoming. Symbols were grouped into several major classifications: (1) shapes and symbols, like various types of crosses; (2) fauna, such as doves; (3) humanoid forms, like representations of hands; (4) flora, like roses; (5) tools and implements, or anything that depicts life interests of the deceased, from golf clubs and automobiles to the cartoon dinosaur Barney; (6) scenes and landscapes; and (7) organizational insignias. Photographs of 24 headstones are included, with accompanying details about the location and date of the headstone, description of symbols and their history, and assessment of the symbols' cultural significance. (Contains 14 references.) (BEW)

ED 391 478 IR 017 631

Sutton, Ronald E.
Multimedia Production: A Critical Evaluation.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cable Television; *Comparative Analysis; Educational Change; Film Industry; Films; *Futures (of Society); Information Seeking; Instructional Design; Interactive Television; Microcomputers; Multimedia Instruction; *Multimedia Materials; Nonprint Media; *Screens (Displays); *Television Viewing; Trend Analysis; Video Games; Videotape Recordings; Visual Literacy
IDENTIFIERS- *Entertainment; Film History; *Film Viewing; Limits to Growth; Market Forecasts; Multimedia Performances; Technological Forecasting

This paper synthesizes speculation in the professional literature about the future impact of multimedia. Many experts believe that multimedia will soon become the major focus of entertainment dollars and time because its versatility gives it the potential to be a very powerful way to communicate ideas and search for information. In its current state multimedia's quality cannot always measure up to individual media at their best, but it does allow information to be experienced with the senses and emotions as well as the intellect. Multimedia is causing a revolution in instructional methods by making

calendars, networked support groups and research projects, online newsletters and magazines, listservs, interactive forums, individual home pages, and virtual clubs. The World Wide Web is conducive to the easy formation of associations and has spawned some that might otherwise not exist. Individuals who might never have had opportunity to share "minority" feelings or hobbies with other like-minded people suddenly have a global culture pool to draw from. An appendix offers uniform resource locators (URLs) for 11 relevant world wide web sites. (Contains 15 references.) (BEW)

ED 391 494 IR 017 647

Layng, Jacqueline M.
The Creation and Varied Applications of Educational Holograms.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Media; *Futures (of Society); *Holography; Lasers; Measurement Equipment; Photographic Equipment; *Production Techniques; Technological Advancement; *Three Dimensional Aids; Visual Arts
IDENTIFIERS- Precision Optics; *Technological Methods; Visual Imagery

The potential of holograms has been left virtually untapped in the field of education. A hologram can be described as a three-dimensional photographic record of the interference pattern of two superimposed beams of coherent light. Holography requires: (1) high-resolution film; (2) a laser, often a red-beamed helium neon laser; (3) optical components, including positive and negative lenses, mirrors which redirect light, beamsplitters which create the two superimposed beams, and the film plate holder; and (4) the isolation table, which stabilizes the other components and saves them from vibration. Setups vary according to whether the recording process involves a one-beam transmission or a two-beam transmission. Film processing is very similar to photography but requires pyrogallic acid, sodium carbonate, potassium dichromate, and concentrated sulfuric acid. After the film is developed, it is imperative that the film plate be correctly illuminated to produce a three-dimensional image. Holography has helped advance the arts through the production of popular commercial and fine art images and the study of visual design. It has also made a difference in how scientists and manufacturers gather information about changes in materials and products by allowing them to make extremely precise measurements not possible by any other means. Some museums can even offer three-dimensional replicas of priceless antiques too fragile for public display by using holograms. Holography has even moved into more commercial and educational areas like supermarket bar code scanners, computer data storage, X-rays, microscopy, television, and medicine. For example, medical students can have the opportunity to work on holographic organs before cutting into an actual body. Someday holographic television may implement artificial intelligence in education, by staging students used the same words with similar meanings to describe both the positive and negative aspects of the ID process regardless of whether curved or straight lines were used to visually depict the model. Ten figures depict information on ID models and assessment results. (AEF)

ED 391 512 IR 017 665

Barry, Ann Marie
From Aristotle to Disney World: Cinematic Paradigms and Perceptual Shifts.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Audience Response; Cognitive Processes; Comparative Analysis; Critical Thinking; *Films; Production Techniques; *Sensory Experience; *Visual Perception
IDENTIFIERS- Classical Hollywood Films; MTV; *Paradigm Shifts; Reflective Thinking; Visual Imagery

This paper contrasts classical Aristotelian narrative, which encouraged intellectual reflection and came to dominate Hollywood film by the 1930s, with the pulsating images which began to appear in the 1980 as a result of MTV's influence on films. The discussion focuses on two major Hollywood films: "Grapes of Wrath" (1940) and "Top Gun" (1986). The classical Hollywood style film represented in "Grapes of Wrath" uses sequential narrative, shot framing and a natural editing pace; it demands sustained attention, intellectual reflection, and emotional empathy. The ultimate effect of "Top Gun," which uses minimal dialogue and sharp cuts between disconnected images that pulse on and off the screen in a rock and roll beat, is the reverse of the classic Hollywood style: devoid of complexity, almost non-existent in linear plot, one- or two-dimensional in character, and pleasurable without having any intellectually reflective opportunity. Sensual images are absorbed instantaneously, and the viewer has time only to feel their immediate and momentary impact. While the ability to process the visual image and absorb its meaning emotionally and tonally has increased, there is no comparable time for reflection. What is happening in film is part of a larger paradigmatic shift in perceptual process in which sensory stimulation alone has become the meaning. (Contains 11 references.) (AEF)

ED 391 513 IR 017 666

Lenze, James S.
Technical Communication: A New Perspective on Visual Literacy.
PUB DATE- 95
NOTE- 6p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Curriculum

This manual discusses the issue of intellectual freedom as it pertains to library policy and practice and offers guidelines for ensuring the right to read. It is intended for the public librarian or school library media specialist who needs to develop new policies or update existing policies. The book is divided into 10 chapters. Chapter 1 looks at the role that libraries play in helping to ensure the First Amendment's guarantee of freedom of speech. Chapter 2 examines the kinds of policies libraries normally adopt and explores the relationship between policy and procedure. Chapters 3 and 4 discuss considerations specific to public libraries and school libraries. Chapter 5 focuses on Internet access and protecting intellectual freedom. Chapter 6 describes the reconsideration process and policy and chapter 7 presents a case study of a reconsideration situation involving the book, "Daddy's Roommate," in a Juneau (Alaska) School District. Chapter 8 discusses how to approach censorship challenges and chapter 9 focuses on trends and issues in intellectual freedom. Chapter 10 takes all the individual issues that must be assembled in protecting the right to read and highlights two specific library settings. Appendices provide interpretations of the Library Bill of Rights and Associated Guidelines, documents from the case study involving "Daddy's Roommate," and sample policies and statements form other organizations. (Contains 106 references and 11 figures.) (AEF)

ED 391 530 IR 055 807

Rhyne, Charles S.
Computer Images for Research, Teaching, and Publication in Art History and Related Disciplines.
PUB DATE- Jan 96
NOTE- 17p.; This is a shortened version of an article in "Visual Resources, An International Journal of Documentation," Helene E. Roberts, Ed., vol. XI, no. 3 (1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Art History; Art Products; *Computer Graphics; Higher Education; *Research Needs; Scholarship
IDENTIFIERS- *Digital Imagery

The future of digital imagery has emerged as one of the central concerns of professionals in many fields, yet only a handful of art historians have taken advantage of the profession's unique expertise in the reading and interpretation of images. Art historians need to participate in scholarship defining the roles and uses of digital imagery, rather than leaving the discussions to computer specialists and information managers. The potential values of computer images for the fields of art education and art history are discussed, including: (1) public availability of massive numbers of images; (2) greater quality and fidelity; (3) easier and faster access; and (4) permanence. All of these assets are explored in terms of new opportunities they present for art history students and the burdens they may ease for art history teachers. (Contains 17 references.) (BEW)

ED 391 531 IR 055 808

Wales, Barbara; Littlejohn, Nancy
Basic Training: A Two-Pronged Approach to Term Paper Assistance.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English

this 1995 comprehensive report provides information about the seven UHCC campuses, focusing on educational programs, accomplishments, and enrollment. Following a message from the Chancellor, the report describes educational and employment training efforts implemented by the UHCC to accommodate the changing economy, including credit and non-credit instructional programs, cultural and tourism programs, partnerships with high schools for school-to-work programs, and career education. Next, the report reviews efforts to improve instruction through distance education, an international focus of the campuses and curricula, conversion of noncredit courses or job competencies to degree credits, and computer and interactive multimedia instruction. Profiles are then provided of the seven colleges and the UHCC's Employment Training Center, with each profile including an introduction, a history of the institution, a narrative of 1994-95 accomplishments, and fall 1994 enrollment figures by program area and degree objective. Finally, a systemwide profile for 1994-95 is provided, including data on general fund appropriations; staffing; enrollment; classes taught; degrees and certificates awarded; student characteristics, such as full- or part-time status, gender, age, and ethnicity; programs of study offered; and special programs and community services. (TGI)

ED 391 549 JC 960 104

Sanders, Elena Y.
A Comprehensive System of Community Colleges in Ohio: To Be or Not To Be?
PUB DATE- 22 Apr 95
NOTE- 23p.; Paper presented at the Annual Graduate Student Seminar of the Council of Universities and Colleges (Minneapolis, MN, April 22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; College Role; *Community Colleges; Comprehensive Programs; Educational History; *Educational Legislation; *Government School Relationship; Higher Education; *Institutional Mission; *Politics of Education; School Community Relationship; Statewide Planning; Two Year Colleges; Universities; Vocational Education
IDENTIFIERS- *Ohio

After 40 years of efforts, the first bill authorizing the establishment of community colleges in the state of Ohio was finally adopted in June 1961. Before and after the passage of the act, attempts had been made to create a comprehensive community college system in Ohio, but all of them failed. A 1970 study by the Ohio Board of Regents (OBOR), for example, found that a lack of coordination among universities, technical schools, and community colleges led to a duplication of efforts and recommended the creation of comprehensive community colleges to better serve their communities. Public and private four-year universities, however, were against the recommendation fearing negative effects on enrollments. In 1992, a task force was created to suggest ways to improve the effectiveness and efficiency of the state's public higher education system, recommending restructuring the two-year campuses and again advocating a comprehensive community college system. The task force also found that the public were often confused about the services available at community colleges. In response, while not establishing comprehensive systems, the demographics; (6) enhance the visibility of the college; (7) expand the physical plant; (8) develop alternative delivery systems; (9) respond to the needs of special students; (10) enhance the developmental education program; (11) expand student and academic support; (12) increase the number and diversity, and maintain the quality of faculty and staff; (13) increase funding and maintain accreditation for the college; (14) assure a safe campus; (15) provide improved access to college facilities, services, equipment, and programs; (16) increase and support faculty development activities; (17) restructure the administrative and fiscal hierarchy; (18) develop alternative learning experiences, such as fieldwork and internships; (19) develop joint programs with elementary and secondary schools and other colleges; (20) maintain a campus climate that is conducive to learning; (21) promote student involvement in decision-making processes; and (22) increase communication among the college community. For each goal, information is provided on progress in the areas of academic affairs, administrative services, community services, college-community relations, the WCC Educational Opportunity Center, evening services, information systems, and student personnel services. (BCY)

ED 391 567 PS 022 808

Randolph, Shirley L.; And Others
Kids Learn from the Inside Out: How To Enhance the Human Matrix.
PUB DATE- 94
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Behavior Development; Behavior Problems; Child Health; *Developmental Continuity; *Developmental Stages; Early Childhood Education; Emotional Development; *Individual Development; *Learning Processes; Parent Child Relationship; *Perceptual Motor Learning; Pregnancy; Prenatal Influences; *Stress Management; Young Children
IDENTIFIERS- Assisted Healing; Dysfunctional Family; Kephart (Newell); Montessori (Maria); Repatterning

Noting that humans develop according to a genetically encoded timeline and that departure from the timeline limits human potential, this book provides an illustrated practical guide to intervention to help children's bodies work as they should, to nurture children along their developmental timeline, to help children learn "from the inside out." Based on the concepts of assisted healing and repatterning (rather than physical therapy treatments) and physical challenges (rather than physical handicaps), the guide describes the Integrated Human Dynamics approach to fostering healthy child development and circumventing later problems that are built on a complex foundation of body memories, behavioral patterns, and stress. The book is divided into five major sections: (1) What It's All About; (2) The Innate Automatic Stage of Development; (3) The Motor-Perceptual Stage of Development; (4) The Perceptual-Motor Stage; and (5) The Perceptual Stage. Chapters are as follows: (1) "Learning from the Inside Out," on the human matrix and the damage of traumatic or negative events; (2) "Development and Stress," on how stress affects parenting and child development; (3) "Life before Birth," on the physiology of pregnancy and

Reading

Designed for administrators, educators, and people interested in children's learning, this book explores ways to reawaken parents' understanding of their role as their children's first teachers. The volume is divided into four major sections. Part 1, which provides a background and rationale for developing intergenerational programming in support of family literacy, strongly supports a new focus on educating families rather than children or adults alone, provides background information about family programming, and introduces a family literacy statute. Part 2 describes three family literacy programs that focus on adults and children reading storybooks together, emphasizing give-and-take as the basis for intergenerational communication. Part 3 examines family literacy in multicultural settings, describing multilingual communities as treasure chests of linguistic and cultural riches and warns that educators can either tap and nurture these riches, or preside over their rapid demise. Part 4 addresses the practitioner who may be working alone or with a team to generate increased parent participation in children's learning, and suggests methods to encourage parent-child interaction in a literacy context. The epilogue is a reaffirmation of parenting, pointing out that the growing awareness of the family's critical contribution to children's learning underscores the need to create educational programs that are more comprehensive and holistic. Most of the chapters contain references. (AA)

ED 391 585 PS 023 760

Gomes, Sheryl Anne
Evaluation of the Rhode Island Child Care Training System.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Child Care Occupations; Child Development Specialists; Curriculum Evaluation; Day Care Centers; *Professional Training; Program Effectiveness; State Programs; Trainees; *Training Methods
IDENTIFIERS- *Caregiver Attitudes; Early Childhood Development Programs; Rhode Island; *Rhode Island Child Care Training System

The Rhode Island Child Care Training System (RICCTS) is intended to tie all aspects of the state's child care and education training into a single system that will produce staff who are competent in delivering high-quality programs for young children. The RICCTS was evaluated for the effectiveness of efforts to ensure quality programming for young children and their families. Data were gathered from 125 training subjects and 23 comparison group subjects and their supervisors on the training's effectiveness in: (1) improving trainees' perceived level of knowledge and skills; (2) improving the quality of work life for the trainees; (3) enabling the implementation of trainee-created action plans; and (4) the different types of training offered such as workshops, conferences, and on-going seminars. Findings showed that while the RICCTS was effective in terms of the first three research questions, with regard to the fourth question, there were no significant differences in effectiveness across the three types of training offered. Results suggest that quality training for child care providers can potentially improve the services offered to young children. (Contains 20 references.) (AP)

ED 391 586 PS 023 761

the Media," discussing sexual information and pornography on television, in movies, and in print media; (4) "Adolescents, Drugs, and the Media," focusing on advertising of alcohol and cigarettes; (5) "Nutrition"; (6) "Rock Music and Music Videos"; and (7) "Adolescents and the Media: Solutions." Contains 485 references. (BGC)

ED 391 603 PS 023 944

Wehler, Cheryl A.; And Others
Community Childhood Hunger Identification Project: A Survey of Childhood Hunger in the United States.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Kraft General Foods Foundation, Glenview, IL.
PUB DATE- Jul 95
NOTE- 110p.; For 1991 version, see ED 340 798.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Breakfast Programs; *Child Health; Family (Sociological Unit); Family Characteristics; Family Health; Federal Aid; *Hunger; Low Income; Lunch Programs; Nutrition; Poverty; Questionnaires; Surveys
IDENTIFIERS- *Food Research and Action Center DC; Food Stamp Program; School Breakfast Program; School Lunch Program; Women Infants Children Supplemental Food Program

The Community Childhood Identification Project (CCHIP) is regarded as a model for measuring hunger in low-income families. This second and final CCHIP study was the result of surveys conducted at 11 sites in 9 states and the District of Columbia between 1992 and 1994. A total of 5,282 households were interviewed. Chapters in the report are as follows: (1) "The Community Childhood Hunger Identification Project (CCHIP)," including an overview of CCHIP operations, the questionnaire, how hunger was measured in the surveys, and characteristics of low-income households; (2) "Hunger and Its Effect on Families," detailing key findings, characteristics of hungry families, hunger as a chronic condition, and coping with hunger; (3) "Food Assistance Programs," including federal programs, characteristics of participants, the Food Stamp program, the Women, Infants, and Children (WIC) program, and the school lunch and breakfast programs; and (4) "Hunger and Financial Resources," focusing on expenditures for food, shelter, and other necessities. The central findings of the CCHIP study are that 4 million children under age 12 in this country are hungry, and another 9.6 million are at risk of hunger. Hungry children are far more likely to experience health problems and miss school more often that their low-income peers who are not hungry. The report ends with an overview of the Food Research and Action Center (FRAC), its mission, and its new program--Building Blocks. Eleven appendices include the CCHIP chronology/survey sites, hunger rates for households in 11 CCHIP survey sites, and characteristics of low-income households with children under age 12 in the CCHIP surveys and in the U.S. Decennial Census. (BGC)

ED 391 604 PS 024 017

Ilfeld, Ellen Meredith
Learning Comes to Life: An Active Learning Program for Teens.

Case Studies in the Current Use of Technology in Education.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Opportunities; *Educational Practices; *Educational Technology; Elementary Secondary Education; Intermediate Administrative Units; Program Descriptions; Rural Education; *Rural Schools; Rural Urban Differences; *School Districts; Small Schools; Telecommunications
IDENTIFIERS- *Illinois

Rural schools typically face multiple challenges related to providing educational opportunities for students and staff. A comparison of curricular offerings in English, foreign languages, and mathematics in a Chicago suburban high school, a rural high school district, and a small rural unit district reveals the curricular disadvantages of small rural high schools. This newsletter reports on how eight schools and one intermediate educational service unit in Illinois have utilized technology to improve educational opportunities and expand curricular offerings. The schools were identified by technology consultants in Illinois Educational Service Centers as making effective use of educational technology. The schools are not all rural, but were chosen as models that can be replicated in rural settings. Each case study includes a program description, examines technology resources, addresses future directions, and provides the name and address of a contact person. A common denominator in the case studies was that one individual was the driving force behind the technology integration process. In most schools, there was no technology plan in place, and schools appeared to "wing it" when adopting the use of educational technology. In most cases, the only evaluation was anecdotal in nature, and frequently hardware was purchased with no thought as to how to use the technology. It is suggested that schools follow a three-step process in implementing technology: (1) conduct a district technology needs assessment focusing on current practice and desired practice; (2) develop a technology implementation plan and regularly update the plan; and (3) develop a cadre of teachers that are willing to experiment and provide the training and resources for its success. (LP)

ED 391 620 RC 020 426

Service Learning Benefits Students, Communities.
PUB DATE- Jul 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Benefits; Elementary Secondary Education; Experiential Learning; Higher Education; Profiles; *Rural Education; *School Community Programs; School Community Relationship; Student Volunteers
IDENTIFIERS- *Service Learning

Service learning is a teaching tool in which students apply classroom skills to solve real problems in their communities. Community service becomes service learning when it is connected to classroom learning and contains opportunities for students to reflect upon their experiences. In addition to enhancing

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; Educational Philosophy; Elementary Secondary Education; *Intellectual Development; Learning; Relevance (Education); *Role of Education; *Rural Education; Student Development; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Meaningful Instruction; *Reflective Inquiry; Reflective Thinking; *World Views

The question that ought to be at the heart of the school reform debate is: Why do we have schools? An answer to this question will drive the sorts of "improvements" that schools attempt. This book proposes that schools exist to help young persons create meaning and discover their own being through development of the mind. The mind is the starting point for personal progress, and its development allows for success in all facets of life. Asserting the strong claim of the mind on the rural school curriculum disavows a popular notion about school purpose--that it ought to be economically centered. Focusing on human development also challenges the currently accepted "technocratic" approach to schooling, which relies on ready-made "one best" solutions devised by experts, manipulative methods, and mechanical techniques. In contrast, a "thoughtful" approach to education aims to create meaning by going beyond the transmission of information. Thoughtful learning involves consideration both for ideas and for other people. Students who engage in thoughtful learning acquire a disposition to be mindful--to weigh evidence, make connections among ideas, understand perspective, find alternatives, and judge value. Ultimately, thoughtful learning results from thoughtful settings brought about by thoughtful teachers and administrators. Although the prospects for widespread institutional change are slim, individual teachers and administrators have the potential to commit themselves to meaning and thoughtfulness and to transform their own school settings. An appendix contains an annotated bibliography of 12 resources on predicative teaching and learning. Contains 79 references. (SV)

ED 391 636 SE 054 101

Science across Asia Pacific. Book 1.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Energy; *Environmental Education; Foreign Countries; *Information Networks; Multicultural Education; Science Activities; Science and Society; Scientific Concepts; Secondary Education; Technology; *Telecommunications; Water Resources
IDENTIFIERS- Asia; Asia Pacific Region

The Science across Asia Pacific Project introduces a new approach to learning science and environmental issues through encouraging communication between school children in different Asia Pacific countries. The aims of the project included the following: introducing an Asia Pacific dimension into science

*Representations (Mathematics)

Middle school prealgebra students (n=157) learned about functions in a 20-day unit that emphasized: (1) representing problems in multiple formats, (2) anchoring learning in a meaningful thematic context, and (3) discussing problem-solving processes in cooperative groups. They produced smaller pretest-to-posttest gains on symbol manipulation tasks, such as solving equations, and larger gains in problem representation tasks, such as translating word problems into equations, tables, and graphs, than did a comparison group taught in the standard way. Although the groups did not differ in their pretest-to-posttest gains in calculating correct answers for word problems, the treatment group produced a larger gain in using mathematical representations while solving word problems than did the comparison group. The same pattern of results was obtained for lower-achieving students and language-minority students. Implications for cognitive theory and educational practice are discussed. Contains 72 references. (Author)

ED 391 660 SE 057 607

Taube, Sylvia R.

Reconstructing the Whole: A Gauge of Fraction Understanding.

PUB DATE- Oct 95

NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Context Effect; Elementary Secondary Education; *Fractions; Grade 4; *Graphs; Higher Education; Intermediate Grades; Interviews; Mathematics Tests; *Misconceptions

This study analyzed graphical solutions of 344 students in grades 4 through college who were administered a 40-item assessment of basic fraction concepts. Of particular interest were six problems that required students to complete the whole given a fractional part presented in area contexts and set contexts. Results indicated that fourth graders frequently used the "doubling" strategy even if the fractional part showed two-thirds. In the set context, students sometimes connected the outer dots to form a rectangular unit that was totally unrelated to the given fractional part. Videotaped interviews of six fourth-grade students clearly revealed these dominant strategies. Nevertheless, there was improvement in student solution strategies as well as success in completing the unit as the grade level increased. Implied misconceptions held by both preservice teachers and elementary students include the assumption that the unit is always a regular-shaped region rather than irregular. The findings indicate the strong influence of the rectangular model often used in traditional mathematics textbooks on students' understanding of the whole. These findings support reforms in the teaching of fractions that include not only unit partitioning activities but also completing the whole using a variety of models. (Author)

ED 391 661 SE 057 608

Friel, Susan N.; Bright, George W.

Graph Knowledge: Understanding How Students Interpret Data Using Graphs.

PUB DATE- Oct 95

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Discussion (Teaching Technique); Grade 7; Junior High Schools; *Junior High School Students; *Learner Controlled Instruction; Observation; Science Instruction; *Student Participation

This paper focused on student participation in controlling classroom activity. Issue-Based Discussion is described and promoted as a form of activity that can be used in the classroom to both enculturate students into the ready-made-culture of modern, western science and empower them to share in the control of activity as they participate in a culture-in-the-making. An analysis of an exemplary case of whole-class, issue-based discussion shows how this kind of discussion can support a balance between teacher and student control of activity. This discussion occurred in a seventh-grade general science class consisting of 30 students in Oakland, California. Results suggest a fairly high degree of student control. In addition, the analysis of the co-text surrounding student and teacher requests and statement indicates that while students and teacher contributed to controlling the discussion, they did so from different roles with different investments. (Author/MKR)

ED 391 682 SE 057 730

Smith, Robin; Lloyd, Jane
"I'd Need To Do A Lot Of Reading Myself before Teaching This." How Do Primary Student Teachers Know What Science To Teach?
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; *Knowledge Base for Teaching; Misconceptions; *Preservice Teacher Education; Questionnaires; Scientific Concepts; *Student Teachers
IDENTIFIERS- England; Pedagogical Content Knowledge; Subject Content Knowledge

The subject knowledge primary teachers have as a basis for their teaching has become a major concern in preservice and inservice teacher education. This paper reports on a study that investigated the science and pedagogical content knowledge of a sample of 42 preservice primary teachers in England. Assignments and questionnaires were used to collect the data. Many students identified particular areas of science in which they felt confident, or more often where they lacked knowledge--most commonly they felt least confident in the physical sciences. Many of the responses to the questionnaires revealed a lack of specific subject knowledge and misconceptions. Many of the students were able to draft suitable plans for teaching significant scientific ideas and to summarize relevant subject knowledge at their own level. However, there were many assignments where the subject and pedagogical knowledge were not tightly linked, for instance some student teachers presented a collection of science facts and concepts about the topic to be taught but did not focus on the key ideas that would require explanation. The results also indicated specific curriculum knowledge and wide use of published teaching resources by the student teachers. Contains 22 references. (JRH)

ED 391 683 SE 057 731

Sipley, Kenneth L.
The Adolescent Female Voice: A Review of Related Literature.
PUB DATE- Sep 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Choral Music; *Females; Fine Arts; Literature Reviews; Music; *Singing; *Vocal Music; Voice Disorders; *Womens Studies

This paper discusses the research findings in voice mutation, vocal instruction, and the application of knowledge to vocal instruction. Much research involves changes in the male and female adolescent voices, especially of interest to choral directors and music educators. The research defines the vocal development categories as: (1) posture; (2) breath management; (3) relaxation; (4) phonation; (5) resonance; (6) registration; and (7) articulation. A segment on therapy and exercise suggests ways to develop the voice that has been abused. An extensive list of references offers further topics for research. (EH)

ED 391 704 SO 025 720

Scott, John W., Ed.; And Others
The American Revolution through Its Songs and Ballads.
PUB DATE- 94
NOTE- 68p.; For volume 10 and 14 see ED 327 463 and ED 378 101 respectively.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Cultural Traits; Elementary Secondary Education; History Instruction; *Interdisciplinary Approach; *Legends; *Music; Music Education; Oral History; Oral Tradition; *Revolutionary War (United States); Social Studies; Story Telling

"Folksong in the Classroom" is designed to be used by teachers of history, literature, music, and the humanities to encourage the study of history through folk song. This volume focuses on the history of the American Revolution, using song and script to better understand the American Revolutionary War. A question and answer segment encourages discussion. Pictures and maps accompany the text. Songs in this issue include: (1) "The Liberty Song"; (2) "Revolutionary Tea"; (3) "The Irishman's Epistle"; (4) "To the Commons"; (5) "Fish and Tea"; (6) "British Grenadiers"; (7) "Yankee Doodle"; (8) "The Deserter"; (9) "Sir Peter Parker"; (10) "The Dying Redcoat"; (11) "Nathan Hale"; (12) "The Battle of Trenton"; (13) "Riflemen of Bennington"; (14) "The Fate of John Burgoyne"; (15) "The Battle of the Kegs"; (16) "Come Out Ye Continentalers"; (17) "Yankee Doodle's Expedition to Rhode Island"; (18) "How Stands the Glass Around"; (19) "Johnny Has Gone For a Soldier"; (20) "Paul Jones' Victory"; (21) "The Ballad of Major Andre"; and (22) "Lord Cornwallis' Surrender." (EH)

ED 391 705 SO 025 740

Steur, Rick
Social Studies in the Netherlands: A Challenging Experience.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (75th, Chicago, IL, November 9-

Blaser, Arthur W.; Smoller, Fred
Team Teaching a Senior Seminar with a Faculty Member with(out) Disabilities.
PUB DATE- Aug 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995). Illegible print in cartoons.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Cooperative Planning; Higher Education; *Language Impairments; *Physical Disabilities; Political Science; Seminars; *Speech Impairments; *Teachers with Disabilities; *Team Teaching; Teamwork; Undergraduate Study

This paper describes what occurred during a senior political science seminar when taught by two faculty members, one with and one without disabilities. Such team teaching in political science had not been done before. The study explored the issues raised during the instruction of the course when one instructor was in a wheelchair and had impaired speech and spoke with the aid of a computer. The study contended that the issues raised in the class should be relevant to everyone since many professors are perceived as having some unusual physical characteristic. The theme of the seminar was "Citizenship in the 21st Century." The evaluation of the class focused on the following: (1) in what ways was the class hindered or enhanced by the instructor's disability; (2) how can disability issues be incorporated into a political science senior seminar; and (3) how did instructor A and instructor B adapt to one another? Student interview questions, comments, and an evaluation for the seminar are included in an appendix. Contains 23 references. (EH)

ED 391 728 SO 025 817

Lind, Nancy S.
Assessment and the Political Science Major: The Movement Afoot.
PUB DATE- Sep 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31--September 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Standards; Achievement Tests; *College Outcomes Assessment; Higher Education; *Political Science
IDENTIFIERS- *Assessment of Baseline Curriculum; College Education Achievement Project; Tests of Academic Progress

This study examines the question of whether a college education meets society's expectations in today's world. Assessment programs are being used by academia to determine a college student's achievements and whether his or her performance will enable him or her to be effective in the real world. Assessment, however, is under fire by those who have different ideas about testing and about what standards to use. One popular assessment, the pre-testing and post-testing, used by some colleges has been shown to be helpful in gathering information on what students are learning. There are also several alternative assessment tests that are used by others in

the Fourth through Eighth Grades"; (6) "Elementary Citizenship Education"; (7) "Culture Learning"; (8) "Language Learning in the Social Studies"; (9) "Teaching Social Studies Skills: Time, Space, Technologies"; and (10) "Assessing and Evaluating Children's Progress in the Social Studies." (EH)

ED 391 750 SO 025 935

Grobman, Alex
Those Who Dared: Rescuers and Rescued. A Teaching Guide for Secondary Schools.
PUB DATE- 95
NOTE- 67p.; For a viewer's guide to Schindler's list, see SO 025 756 and a teaching guide to Anne Frank, see SO 025 758. This publication was made possible through the Leslie and Susan Gonda (Goldschmied) Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Anti Semitism; Attitudes; Bias; *Ethnic Bias; Ethnic Discrimination; History Instruction; Interdisciplinary Approach; *Jews; *Judaism; *Nazism; Reading Materials; Secondary Education; Social Bias; Social Studies; Values; World History; World War II
IDENTIFIERS- *Holocaust

This guide helps secondary students to understand the role of the rescuers of the Jews during the Holocaust. The rescuers included atheists, government bureaucrats, German soldiers, antisemites, devout Christians, and even German collaborators. The focus is on how people, both good and bad, react in times of stress and of the moral choices all people may have to face in their lives. The essays include: (1) "Using This Guide: A Word to Teachers about Classroom Approaches to Teaching about the Rescuers" (Allan H. Scholl); (2) "Who Are the 'Righteous among the Nations'?" (Joel S. Fishman); (3) "The Significance of Yad Vashem's 'Righteous' Program" (honoring non-Jews who risked their lives to save Jews) (Mordecai Paldiel); (4) "The Process of Commemorating Deeds of Heroism" (Alex Grobman); (5) "The Impact of the Holocaust upon a Christian" (Harry James Cargas and Joel Fishman); (6) "'Righteous among the Nations': A Tool for Teaching Moral Development" (Efraim Zuroff); (7) "Sempo Sugihara, Who Dared To Save Lives" (Mordecai Paldiel); (8) "Keeping the Rescuers in Historical Perspective" (Alex Grobman); and (9) "New Insights on Holocaust Survivors and Their Helpers" (Dienke Hondius). Contains a selected bibliography. (EH)

ED 391 751 SO 025 979

Niblack, Rita A.
Art Criticism: A Whole Language Approach to Art.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the National Catholic Education Association's Annual Convention and Exposition (92nd, Cincinnati, OH, April 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Art Criticism; Art Education; Art History; Elementary Secondary Education; *Whole Language Approach

ED 391 772 SO 026 099

Levene, Donna B.
Music through Children's Literature: Theme and Variations.
PUB DATE- 93
NOTE- 117p.; Illustrated by Susan Kochenberger Stroeher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Dance; Elementary Education; Fine Arts; *Integrated Activities; Interdisciplinary Approach; Literature Appreciation; Melody; *Music; *Music Activities; Musical Composition; Musical Instruments; Music Appreciation; *Music Education; Poetry; Rhythm (Music); *Social Studies; Songs
IDENTIFIERS- Folk Music; Sonatas

This book integrates music education with literature and social studies. Lessons are based on children's books. Some suggested books include illustrated folk songs or explanations of style or form in musical history. Others are inherently musical in the lyricism of the author's words or the rhythm of the text. Each lesson is self contained. The degree of musical aptitude required to teach the lessons varies. The book includes 40 lessons, representing 40 books, organized into six sections: (1) "Rhythm"; (2) "Melody"; (3) "Form and Style"; (4) "Instruments"; (5) "Dances"; and (6) "History." The structure of each lesson is patterned after the musical structure of a sonata movement within a written sonata-allegro form. This structure consists of an exposition, development, recapitulation, and occasionally, coda. The book concludes with a "Song Collections" list, an index, and information about the author. (MM)

ED 391 773 SO 026 102

When Kingship Descended from Heaven: Masterpieces of Mesopotamian Art from the Louvre.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ancient History; Area Studies; *Art History; Intermediate Grades; Junior High Schools; Leaders; Leadership Styles; Social Studies
IDENTIFIERS- Dynasties; Mesopotamia; *Mesopotamian Art; *Mesopotamian Culture

This teaching packet, designed for students in grades 6 through 9, explores the role of rulers in ancient Mesopotamian society and examines the depiction of those rulers in Mesopotamian art. Students are encouraged to compare present-day political leaders with ancient Mesopotamian rulers. The guide includes: (1) background information for teachers; (2) introductory activities for students; (3) descriptions and discussions for each of six "Slides" included with the packet; (4) follow-up activities for students; (5) an annotated bibliography; (6) a glossary; and (7) a chronology of Mesopotamian dynasties. (MM)

ED 391 774 SO 026 103

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Assistant Principals; *Disabilities; *Educational Philosophy; Elementary School Teachers; Elementary Secondary Education; *Inclusive Schools; Preservice Teacher Education; Principals; Public Schools; *Regular and Special Education Relationship; Secondary School Teachers; *Special Education; Special Education Teachers; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Ohio

This study investigated attitudes concerning inclusive education among teachers and building administrators (principals and vice principals) in Ohio. Sixteen grants were awarded to educators in 28 public schools to support their efforts in conceptualizing and implementing inclusive education. Inclusive education was defined as any educational situation in which both students with disabilities and students without disabilities are educated within the same classroom or environment. Building administrators and teachers involved in the grant projects agreed, as a condition of the award, to complete a survey questionnaire, first in the spring of 1994 and then again during the spring of 1995. Findings from the surveys indicated that building administrators and teachers perceived the 10 principles of inclusion addressed in the survey to be critically important and that they believed themselves to be functioning well in relation to these principles, with no significant differences between 1994 and 1995 data. The 10 principles relate to responsibility for student learning regardless of that student's learning rate; communication with inclusive education stakeholders, parents, and colleagues; daily instructional functioning in inclusive settings; appropriate support for inclusive classrooms; an understanding of the inclusion process; and appropriate inservice to implement inclusion. (Data tables comprise half the document.) (ND)

ED 391 791 SP 036 458

Daniel, Richard W.; Shay, Phil
Teachers' Attitudes toward School Based Decision Making.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; *Educational Innovation; Elementary School Teachers; Elementary Secondary Education; Leadership; *Participative Decision Making; Policy Formation; Predictor Variables; Public Schools; *School Based Management; *School Organization; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- Kentucky

Teachers in 12 Kentucky schools were surveyed to determine their attitudes toward school based decision making (SBDM). The 228 subjects included teachers at SBDM schools as well as non-SBDM schools. A Likert scale survey instrument, designed to solicit information specific to the adopted Kentucky SBDM legislation, was administered to teachers in cluster sampled schools in which SBDM had been adopted as well as those in which SBDM had not been adopted. Frequency data were analyzed by Chi square at the .05 probability level. The data indicated that those teachers in SBDM schools tend to report more positive attitudes toward SBDM than those at non-SBDM schools. However, neither group reported negative attitudes toward this management approach. By the fall of 1996 all Kentucky schools must adopt of the state's 23 counties and Baltimore city, with vocational and technical schools identified among the secondary schools. Forty-six elementary schools in the state have enrollments of fewer than 100 students, and 31 have enrollments of 800 and above. Only 20 secondary schools have enrollments under 400 and only 9 have enrollments of 2,000 or more. Tables also present information on pupil membership by elementary and secondary schools for each county and for Baltimore City. (Contains six tables.) (SLD)

ED 391 810 TM 024 147

Gonzalez, J. E.
A First Look at Educational Productivity in Texas.
PUB DATE- 27 Jan 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Achievement Tests; Databases; *Educational Quality; Elementary Secondary Education; High School Graduates; Models; *Outcomes of Education; *Productivity; Regression (Statistics); Robustness (Statistics); Test Results
IDENTIFIERS- Educational Production Function; *Texas

This paper explores educational productivity in Texas as it relates to the development of an educational productivity model based on information in the Accountability System of the Texas Education Agency. A number of educational inputs were identified that were found to be related to specific educational outputs. Stepwise regression analysis was used to develop an educational model relating independent variables to dependent variables. Initial results suggested that a richer dataset might be needed to develop a robust model. Data from the Texas Academic Excellence Indicator System (AEIS), which included achievement test scores, were then used to develop revised models. Results of these analyses produced models that were slightly improved over the preliminary models, although it was still difficult to explain much of the variance in student performance outputs from available AEIS educational inputs. In fact, the best educational productivity models that could be derived were those based on graduates and graduates with advanced seals. Appendix 1 contains a bibliography of 20 resources used to prepare this report. Appendix 2 lists the AEIS variables considered. (Contains five tables and nine references.) (SLD)

ED 391 811 TM 024 148

Wisconsin Student Assessment System Performance Assessment Sampler. Bulletin No. 95210.
PUB DATE- Jan 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Assessment; Elementary Secondary Education; *Field

evaluation in practice; and (6) guidelines for planning a formative evaluation. Careful planning is stressed, as is the use of multiple evaluation methods, validated before use. Each stage of an examination should focus on the kinds of information that will be of immediate use in improving the quality of the product. Results of each evaluation should be used to modify and shape the product as it moves through development. (Contains 9 figures and 20 references.) (SLD)

ED 391 831 TM 024 423

Results of the 1993 Multilevel Assessment Program in Urban Schools. Report 1.
SPONS. AGENCY- Northern Territory Board of Studies, Darwin (Australia).
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Assessment; English (Second Language); Foreign Countries; Grade 5; Grade 7; *Indigenous Populations; Intermediate Grades; Junior High Schools; *Mathematics Tests; Racial Differences; *Reading Tests; Scores; Sex Differences; State Programs; Testing Programs; *Test Results; *Urban Schools
IDENTIFIERS- *Australia (Northern Territory)

The Multilevel Assessment Program tests for urban schools are conducted annually across Australia's Northern Territory in reading and mathematics. The program allows performance to be monitored at the system level for Years 5 and 7. Results show that, in terms of system performance on the link questions, there was no difference between 1992 and 1993 in reading everyday texts or in Year 5 reading comprehension, but the performance of Year 7 students on the link questions in the reading comprehension test was significantly lower in 1993. While girls scored better than boys on every reading subtest, there were few differences between boys and girls on mathematics tests. Non-Aboriginal students scored higher than their Aboriginal peers on all tests, but the gap in mathematics appeared to be declining. Appendixes contain: (1) a list of assessment committee members; (2) score distributions by subgroup; (3) average subtest scores by gender; (4) average subtest scores for Aboriginal and non-Aboriginal students; (5) average subtests scores by English as a second language students and others; (6) a glossary; and (7) sample test questions. (Contains 2 figures, 16 tables, and 32 graphs.) (SLD)

ED 391 832 TM 024 433

Orabuchi, Iheanacho I.
The Results of the Evaluation of the Annual Conference of National Alliance of Black School Educators (NABSE) (22nd, Los Angeles, California, November 17-19, 1994).
PUB DATE- Mar 95
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Analysis of Variance; Audience Analysis; *Black Teachers; *Conferences; Employment Patterns; *Inservice Teacher Education; *Public Speaking; Regression

Bias; Racial Differences; Sex Fairness
IDENTIFIERS- *Great Britain; *Social Justice

Fresh ideas, new voices, and new research data are presented in this collection exploring antiracism, culture, and social justice in Britain. This emerging material is intended to cause readers to reassess their own theoretical understanding, their politics, and their practices. The following chapters are included: (1) "A Question of Silence? Antiracist Discourses and Initiatives in Higher Education: Two Case Studies" (Sarah Neal); (2) "A Phallic Response to Schooling: Black Masculinity and Race in an Inner-City Comprehensive" (Tony Sewell); (3) "Why Muslim Girls Are More Feminist in Muslim Schools" (Kaye Haw); (4) "A Journey into the Unknown: An Ethnographic Study of Asian Children" (Ghazala Bhatti); (5) "Reconceptualising Equal Opportunities in the 1990s: A Study of Radical Teacher Culture in Transition" (Lynn Raphael Reed); (6) "Racism and Children's Cultures" (Richard Hatcher); (7) "Using Habitus To Look at 'Race' and Class in Primary School Classrooms" (Diana Reay); (8) "Reconsidering Multicultural/Antiracist Strategies in Education: Articulations of 'Race' and Gender in a Primary School" (Paul Connolly); (9) "How Black Children Might Survive Education" (Claudette Williams); and (10) "Some Ethical Dilemmas in Field Work: Feminist and Antiracist Methodologies" (Mehreen Mirza). (Contains 320 references.) (SLD)

ED 391 851 UD 030 793

Brown, Lorene Byron
Subject Headings for African American Materials.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- African Culture; Authority Control (Information); Black Culture; Black History; *Blacks; Black Studies; *Cataloging; Indexes; *Indexing; Library Catalogs; *Subject Index Terms
IDENTIFIERS- *African Americans; *Library of Congress Subject Headings

This volume provides subject access to materials on all aspects of African American life and culture using the same format as the "Library of Congress Subject Headings" (LCSH). It lists approximately 5,000 subject headings that are interfaced and linked with LCSH. The list contains some of the problems that accompany the LCSH list because it is based, for the most part, on the practices of subject cataloging at the Library of Congress, but interlinking of headings with those of LCSH provides more specificity. The list is meant to be an accompaniment to, and not a substitute for, the LCSH. (Contains a list of 19 sources.) (SLD)

ED 391 852 UD 030 794

Soussou, Helen
Gain the Edge: An Academic Summer Enrichment Program.
PUB DATE- 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Aspiration;

demonstrated that awareness and fear of crime influence the behaviors of large numbers of young people. Four appendixes discuss survey methodology and present the questionnaire. (Contains 54 text tables, 6 tables in Appendix B, and 2 tables in Appendix C.) (SLD)

Department of Education comments. (JB)

ED 391 459 IR 017 596

Distance Education Network. SSTA Research Centre Report #95-10. SSTA Research in Brief.
PUB DATE- Nov 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Decision Making; *Distance Education; Educational Change; Educational Media; Elementary Secondary Education; Foreign Countries; *Information Technology; Instructional Innovation; Interactive Television; Internet; Networks; Program Implementation; *Regional Planning; School Surveys; *Technological Advancement
IDENTIFIERS- Canada; Connectivity; *Saskatchewan (Regina)

The Distance Education Network of the Saskatchewan School Trustees Association (SSTA) was established to provide leadership in exploring enhanced program delivery through distance education and information technology. This report, a product of three meetings of the Distance Education Network in 1995, begins the process of suggesting directions and identifying issues regarding the implementation of information technologies. Sections include the following: (1) "Assumptions..." assembles quotes concerning the irreversible impact of emerging technologies on society and education and describes a resource network called SchoolNet which aims to have all of Canada's schools and public libraries connected to the Internet by 1998; (2) "How Will Information Technologies Be Used?" offers questions to consider in clarifying the purpose of implementing technologies; (3) "Leadership and Coordination" discusses the importance of a vision for such implementation in Saskatchewan, evidenced by the development of necessary skills, incentives, online resources, and an action plan; (4) "Developing Partnerships" raises the possibility of a broad coalition of school boards and a working partnership with Saskatchewan long distance phone services; (5) "Planned Implementation" lists possible models or approaches for implementation; (6) "Directions and Promising Practice" highlights interactive televised instruction already offered in some parts of Saskatchewan and the possibility of learning from other provinces perceived to be more cutting-edge in this regard; and (7) "Research for Informed Decision Making" suggests topics for future inquiry. Appendices include acceptable use policies for information technology and reports the results of the 1995 Educational Technology and Distance Education Survey. (BEW)

ED 391 460 IR 017 606

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; For 1996 Update Part II, see IR 017 607. For 1994 originals,
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

learning interactive and self-paced. The video game and entertainment industry is being changed by multimedia, too, albeit more slowly. Film history stretches back for a century, but only recently have there appeared a variety of ways to access films: in the cinema, on videotapes, on premium cable, or on broadcast television. Even though the financial market for multimedia seems poised to explode, this paper suggests that computer multimedia may not emerge as another significant choice in visual entertainment because the computer screen is not large enough to captivate large groups or offer social events in the same way that television and movie screens do. (Contains 12 references.) (BEW)

ED 391 479 IR 017 632

Stieglitz, Mary
Altered Images: The Camera, Computer, & Beyond.
PUB DATE- 95
NOTE- 5p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Products; *Computer Graphics; Creative Activities; Futures (of Society); Graphic Arts; *Photographic Equipment; *Photography; *Technological Advancement; Visual Arts; Visual Literacy; *Visual Perception
IDENTIFIERS- Accuracy; Computer Art; *Digital Imagery; Historical Background; Perceived Reality; Pictures; Technological Methods; Truth

The speech contained in this document originally accompanied a slide presentation on the altered photographic image. The discussion examines the links between photographic tradition and contemporary visual imaging, the current transformation of visual imaging by the computer, and the effects of digital imaging on visual arts. Photography has a long tradition as a purveyor of "reliable" visual information and as a medium of truth, but the ability of the computer to manipulate images has generated concern about pictorial verity. Creating altered images has been possible since the beginning of photography, because among other things artists could combine and superimpose images or add color, but new technologies and electronic tools continue to blur distinctions between actual and represented reality. Emerging visual art techniques create new ways of influencing perception and new modes of presentation. Artists of future generations must consider the question of whether the computer will eventually be able to generate its own art rather than simply mimic style. Even though the gap between the artist and the technology is narrowing, it seems evident that human input and the creative process will remain important. (BEW)

ED 391 480 IR 017 633

Philleo, Thomas J.
Visualizing the Internet: Examining Images Constructed by Beginning Users.
PUB DATE- 95
NOTE- 8p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of

recreations of important events, for example. Holograms often depend on the aid of other technologies to accomplish their purpose, and scientists have had trouble increasing the hologram's size while still maintaining a quality image, but even so, the potential of this technology looks enormous. (Contains 17 references.) (BEW)

ED 391 495 IR 017 648

Cochenour, John J.; And Others
Visual Links in the World-Wide Web: The Uses and Limitations of Image Maps.
PUB DATE- 95
NOTE- 10p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains figures which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Graphics; Computer Interfaces; *Design Preferences; *Evaluation Criteria; Guidelines; *Hypermedia; *Imagery; Information Sources; Internet; *Screen Design (Computers); Surveys
IDENTIFIERS- Iconic Representation; Links (Indexing); Visual Design; Visual Displays; *World Wide Web

As information delivery systems on the Internet increasingly evolve into World Wide Web browsers, understanding key graphical elements of the browser interface is critical to the design of effective information display and access tools. Image maps are one such element, and this document describes a pilot study that collected, reviewed, and evaluated image maps from homepages of educational institutions. World Wide Web browsers offer a high level of interaction through hyperlinks, most of which involve text or a simple image. Image maps, on the other hand, are complex visuals that contain multiple hyperlinks to a number of information resources. Effective image maps offer clearly defined multiple links or "hot spots," present visual content that supports the theme or purpose of the site, permit backtracking and bookmarking, help the user build mental models of the interrelationships of information resources, do not take too long to load, and do not clutter the display. Researchers developed a survey form, for use by nine independent viewers, that sought to evaluate sites by those visual, navigational, and practical criteria. Fifty-five surveys on institutional homepages were collected from the nine viewers, and they revealed primarily that viewers placed a higher premium on simplicity than on pure visual appeal. Artistically captivating image maps often violated rules of simplicity; individual hot spots were hard to distinguish, choices were too multilayered to allow for a quick return to the starting point, and loading was slow. Reproductions of 11 institutional homepages accompany the text. Two other figures include a bar graph comparing average viewer ratings by site and a list of tips for image map design. (Contains 16 references.) (BEW)

ED 391 496 IR 017 649

Vrasidas, Charalambos; Harris, Bruce R.
The Development of an Interactive Multimedia CD-ROM: Lessons Learned.
PUB DATE- 95

Design; Educational Development; *Information Technology; Propaganda; *Technical Education; Technical Writing; *Visual Literacy
IDENTIFIERS- *Technical Communication; *Visual Communication

The purpose of this paper is to explore another facet of visual literacy--technical visual communication (TVC)--and to discuss how this new perspective can further strengthen visual literacy as a discipline. Unlike visual literacy, which looks to a desirable state of affairs, TVC addresses the nature of actual visual communication. Both visual literacy and TVC seek to empower individuals to interpret images and form opinions concerning the images' origins, construction, meaning, and intent, but TVC goes beyond this to examine how visual communication can be used to manipulate and propagandize. Another difference between the two is visual literacy examines technology as a subset, while technology is more central to TVC. Visual literacy practitioners can benefit from a continuous source of information concerning old and new technologies, while TVC can benefit from a substantial visual literacy research base. Technical communication programs are making visual literacy a more fundamental part of the curriculum. The program at Lawrence Technological University (Southfield, Michigan), for example, has three main components: (1) technical writing; (2) oral communication; and (3) technical visual communication. Visual communication is being emphasized by such programs in order to make technical communication students more visually literate. Two figures depict the directionality of visual literacy components and the three components of Lawrence Tech's program. (AEF)

ED 391 514 IR 017 667

Delicio, Gail C.
The Power of the Center Revisited.
PUB DATE- 95
NOTE- 15p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Children; *Cognitive Measurement; Elementary Education; Elementary School Students; *Perceptual Development; *Visual Perception
IDENTIFIERS- Arnheim (Rudolf); Cartesian Coordinates; Centering; *Childrens Drawings

Rudolf Arnheim, former Harvard Professor of the Psychology of Art, developed a theory that the perception of the structure of things in the world is based on simultaneous use of two primary systems: (1) the cosmic system of concentricity and (2) the parochial system of the Cartesian grid. The Cartesin grid imposes order, while the concentric system provides a midpoint or balancing center for everything that is seen. This paper provides experimental evidence in support of Arnheim's theory by demonstrating that a drawing's balancing center is measurable and that the measurement can be reliable and valid when compared with human judgment. The measure is then applied to test the hypothesis that the child's placement of a balancing center changes predictably with age. Thirty drawings, each representing one of 13 hypothesized balancing center locations, were collected from students in grades K-6; location of the balancing center was determined by computer and teacher

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; College Students; Group Instruction; *Helping Relationship; Higher Education; Individual Instruction; Information Seeking; *Library Services; Library Skills; *Research Papers (Students); *Research Skills; Search Strategies; Student Research
IDENTIFIERS- *Central Missouri State University

Academic libraries have traditionally provided some kind of term paper assistance to patrons. Central Missouri State University's Ward Edwards Library designed a two-pronged approach to a term paper clinic (TPC), using traditional group instruction and one-on-one walk-in assistance. The primary goals of the TPC are to teach the student to: (1) select an appropriate topic; (2) locate reference materials; (3) utilize both print and electronic periodical indexes; (4) use a systematic approach to conducting research, keeping bibliographic cards, taking notes, and organizing a final draft; and (5) learn evaluative skills needed to select appropriate sources. A second research assistance event is "Research Rescue," an individualized approach to providing assistance to students doing library research. Research Rescue services include providing individual assistance at a point of need; offering walk-in help during an entire week; locating and using appropriate library resources; and involving the bibliographers for specialized individual research. (AEF)

ED 391 532 IR 055 810

Howze, Philip C.; And Others
Library Instruction Manual & Course Materials. Library 110: Introduction to Library Research. Revised Edition.
PUB DATE- Jan 96
NOTE- 153p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assignments; *Course Content; Course Descriptions; Databases; Higher Education; Independent Study; Indexes; Internet; *Introductory Courses; Library Catalogs; Library Collections; *Library Guides; *Library Instruction; Library Services; Online Catalogs; Online Searching; *Search Strategies
IDENTIFIERS- *University of Nebraska Lincoln

This document is a library instruction manual for an introductory course on library research at the University of Nebraska-Lincoln. The assignments provided are intended for independent study; a syllabus is included for the 7-week course. The manual is divided into seven sections. Chapter 1 provides an overview of the library system, services, and collections; floor maps of the library are included. Chapter 2 introduces the Libraries Catalog on the Innovative Research Information System (IRIS) and describes search options. Chapter 3 focuses on finding materials in the University Libraries. Chapter 4 discusses other information systems on IRIS, including the Expanded Academic Index and the Access to the Internet and Library and Information Suggestions components. Chapter 5 reviews the Specialized Databases Network and Chapter 6 discusses printed indexes and abstracts. Chapter 7 is a tutorial for developing a search strategy. Worksheets for the five assignments are presented after the chapters they cover. (AEF)

ED 391 533 IR 055 811

OBOR established service expectations for all two-year colleges and regional campuses. While these expectations represent a possible starting point, attempts to create a comprehensive community college system in Ohio have so far failed because of political pressure from influential interest groups, including private colleges, proponents of vocational and technical education, and state four-year universities. (TGI)

ED 391 550 JC 960 106

Clagett, Craig A.
Annual Market Analysis. Report MA96-4.
PUB DATE- Feb 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Enrollment; *Enrollment Influences; *Enrollment Management; Enrollment Rate; *Enrollment Trends; High School Students; School Community Relationship; *Student Characteristics; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Each year, Prince George's Community College (PGCC), in Maryland, prepares a market analysis report to assist the college's enrollment management team in planning recruitment and promotional campaigns aimed at increasing credit student enrollment. This report provides the analysis as of fiscal year 1995 and includes historical data from past years to identify trends. The report is divided into the following sections: (1) a current student profile, including number of students, demographics, fall enrollment trends, summer session attendance, student incomes, and financial aid needs; (2) characteristics of first-time college students at PGCC, including goals and plans, socioeconomic status, and academic and socio-cultural background; (3) market share analysis, focusing on the proportion of Prince George County residents attending college in Maryland and PGCC; (4) comparative statistics on the numbers of credit students at PGCC and other Maryland institutions; (5) reasons why potential students fail to enroll at PGCC, examining financial issues, enrollment at other institutions, work schedule conflicts, and transportation difficulties; (6) an analysis of the high school student market, indicating that PGCC enrolls more county high school graduates than any other Maryland four-year college or university; (7) an assessment the adult higher education market in the county, presenting results of a spring 1995 survey of community perceptions of PGCC; and (8) enrollment objectives of PGCC's fall 1995 marketing plan. Tables of enrollment and survey data are included. (TGI)

ED 391 551 JC 960 107

Miller, Kathleen, Ed.; And Others
Community Colleges: Pathway to Kentucky's Future. Futures Commission Report. Second Edition.
PUB DATE- 96
NOTE- 36p.; For the 1989 first edition, see ED 311 973.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; *College Planning;

birth; (4) "The 'Fourth Trimester'," on neonatal adjustment and needs; (5) "The AHA! of Kinesthesia," on movement and visual perception in the first 2 years; (6) "Moving up in the World," on motor progression and orientation in space and time; (7) "Making Contact," on locomotion, grasping and reaching, and speech development; (8) "Systematic Exploration" (18 months to 4 years), on body awareness and social growth; and (9) "Ready for Action" (3 1/2 to 7 years), on completing motor generalizations, school readiness, and use of Ritalin for hyperactivity. Seven appendices contain chapter notes, case studies, comments on working with developmental therapists, guidelines for using the Integrated Motor Activities Screen (IMAS), and an 87-item bibliography. (ET)

ED 391 568 PS 022 879

Tatum, Pam S.
Promoting Wellness: A Nutrition, Health and Safety Manual for Family Child Care Providers.
PUB DATE- Jan 94
NOTE- 407p.; Supported by an educational grant from Nestle USA.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Day Care Centers; Early Childhood Education; *Family Day Care; Guides; *Health Education; *Health Promotion; Nutrition; Training; Young Children
IDENTIFIERS- Caregiver Training; Health Attitudes; Health Behavior; Health Information; Health Motivation; Nutrients; Nutrient Values; Nutritional Deficiencies; Recipes (Food); *Wellness

This manual provides a reference source for use by sponsor organizations of the Child and Adult Care Food Program (CACFP) in training family child care providers. The manual begins with separate introductory sections for trainers and for providers. The trainer's section includes materials on: how adults learn, strengths and limitations of various types of training techniques, facilitating caregiver skills, and 28 elements of a successful workshop. The providers introduction is primarily an outline of responsibilities of providers participating in the CACFP. This section lists responsibilities of the federal government, state agencies, the sponsor, and the provider. The manual itself contains six chapters as follows: (1) "Mealtime in the Family Child Care Home," on how children are fed, feeding relationships, eating behaviors with respect to physical and social development, and promoting healthy attitudes toward food and eating; (2) "Understanding Dietary Guidelines," on nutritional information for providers with some background in that area and for those without; (3) "Change Your Diet: Making the Dietary Guidelines Work for You" (formatted as a workbook), on issues related to change and teaching providers how to evaluate diets, set goals, develop plans for meeting new goals, and monitor dietary progress; (4) "Hungry Bodies, Hungry Minds: Recipes and Learning Activities for Children," listing 100 nutritious recipes for children, with suggestions for involving them in preparation; (5) "Protecting Children's Health: Preventing Infectious Disease and Food-borne Illness," on preventing disease and illness, developing a health policy, and purchasing, storing, preparing, and serving food safely;

Kelly, Clare, Ed.; And Others
Parents as Partners.
PUB DATE- Sep 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Early Childhood Education; Early Reading; Foreign Countries; Learning Experience; Literacy; *Parent Participation; *Parents as Teachers; *Parent School Relationship; Parent Student Relationship; *Partnerships in Education; Play; Reading Improvement; Writing (Composition); Young Children
IDENTIFIERS- Early Childhood Development Programs; England; Wales

This booklet is part of a series of articles, reviews, and conference reports issued by Goldsmiths Association for Early Childhood (GAEC). This issue focuses on parents as partners from the point of view of parents, teachers, and childminders, discussing how the partnership between home and school continues to become a more equal one by cooperative contribution. The articles in this issue are: (1) "The Changing View of Home-School Partnership" (Sue Pidgeon), emphasizing the important role of parents in their children's education; (2) "Childminding--The State of Play" (Charles Rice), dealing with the definition and function of childminding in early childhood education; (3) "Reading and Writing in the Nursery and at Home," discussing parental involvement in a bilingual nursery in South West London; (4) "Children and Their Families," a collection of children's drawings; and (5) "Quality in Diversity," presenting a framework for early learning in England and Wales for children from birth to age 8. The GAEC 1994 conference report offers summaries of the keynote speech, two workshops, and seminars. Two book reviews, of "Read It Together" (Sue Pidgeon) and "First Steps Together: Home School Early Literacy in European Context" (Hennette Dombey and Margaret Meek Spencer, Eds.), are included. (AP)

ED 391 587 PS 023 796

Renwick, Margery; McCauley, Lisa
Group Size in Kindergartens: Issues Arising from Changes to Group Size and Other Policy Developments in the Wellington Region Free Kindergarten Association in 1994.
SPONS. AGENCY- Wellington Free Kindergarten Association (New Zealand).
PUB DATE- 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; Classroom Environment; *Class Size; *Educational Policy; Educational Quality; Foreign Countries; Group Activities; *Group Experience; Kindergarten; Learning Strategies; Parent Teacher Cooperation; Policy Formation; Preschool Education; *Preschool Teachers; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Caregiver Child Ratio; *Group Size; New Zealand

This study examined kindergarten teachers' perceptions of the impact of changes in group-size policy on 3- and 4-year-old children in New Zealand's Wellington Region Free Kindergarten Association. Data were collected through a series of interviews of Wellington kindergarten teachers from 54 kindergartens and

PUB DATE- 96
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Adolescents; Clubs; Cooperation; Experiential Learning; Extracurricular Activities; Group Instruction; Leadership; Leadership Training; Learning Activities; Learning Experience; Program Content; Secondary Education; Service Learning; Social Behavior; Vocational Education; Workshops; *Youth; Youth Programs
IDENTIFIERS- Collaborative Learning; High Scope Educational Research Foundation MI; *High Scope Model; *High Scope Summer Workshop for Teenagers; National Diffusion Network; Open Framework Curriculum; Program Effectiveness Panel; Weikart (David)

The High/Scope Institute for IDEAS began in the early 1960s as a summer camp program and is now a dynamic learning program for teens that emphasizes working with them in an environment which supports emotional, social, and intellectual development. The High/Scope model for adolescent programs is based on the following principles: (1) adolescents need a safe psychological environment; (2) adolescents need a chance to make new beginnings; (3) adolescents need program activities designed to relate to their developmental stages; and (4) adolescents need to be given genuine responsibility. This book describes the High/Scope model in the following chapters: (1) "The High/Scope Institute for IDEAS Program--The Beginnings and Evolution," giving the history of the institute along with its philosophy and long- and short-term benefits; (2) "Who Are the Participants and What Do They Need?" focusing on developmental characteristics, tasks and developmental gains, and meeting adolescent needs; (3) "Creating a Supportive Context for Learning," outlining the program schedule and daily routine and also discussing psychological and physical safety, expectations, and adult participation; (4) "The Educational Approach," dealing with the five essential components of choice, active learning, plan-do-review, cooperative learning, and leadership development; (5) "Learning Potential Within the Institute Setting"; and (6) "Lessons Learned: Beyond the High/Scope Institute Model." (Contains 21 references.) (BGC)

ED 391 605 PS 024 019

Nicoll, Barbara
Developing Minds: Critical Thinking in K-3.
PUB DATE- 13 Jan 96
NOTE- 11p.; Paper presented at the California Kindergarten Conference (San Francisco, CA, January 13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Class Activities; Classroom Techniques; Conflict Resolution; *Critical Thinking; Curriculum Development; Developmental Stages; Developmental Tasks; Dramatic Play; Educational Sociology; Emotional Development; Language Acquisition; Literacy; Modeling (Psychology); Piagetian Theory; Primary Education; Problem Solving; *Skill Development; *Teacher Student Relationship; *Thinking Skills; Young Children

learning through experience, service learning programs offer rural schools and communities an opportunity to develop new and positive connections. Profiles of service learning programs in schools and colleges illustrate the benefits that service learning provides students and communities. K-12 service learning programs in Arkansas, West Virginia, and Alabama involve youth in decision making and staff development training, leading to a sense of ownership and empowerment; allow blind and deaf students to shift roles from passive recipient to active provider of services; and link school reform to community development as student activities focus on community study, support community viability, and celebrate rural life. Service learning programs at colleges and universities include an early intervention, mentoring program that pairs college students with elementary students having similar special talents and interests; programs that promote a sense of citizenship through community development activities and foster compassion through interpersonal relationships with young children, the elderly, and diverse populations; and international exchange programs in rural communities abroad. A list of additional information sources contains 42 references, 3 Internet resources, and 13 organizations. (SV)

ED 391 621 RC 020 427

Hylton, John H., Ed.
Aboriginal Self-Government in Canada: Current Trends and Issues. Purich's Aboriginal Issues Series.
PUB DATE- 94
NOTE- 264p.; Foreword by Elija Harper.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; American Indians; *Canada Natives; Community Health Services; *Federal Indian Relationship; Females; Foreign Countries; *Indigenous Populations; Job Training; Metis (People); Postsecondary Education; *Public Policy; *Self Determination; Social Problems; Tribal Government
IDENTIFIERS- *Canada; Criminal Justice System

This book contains 13 chapters analyzing important practical issues that must be addressed as Aboriginal self-government becomes fully operational in Canada. These issues are related to social problems and policies, criminal justice, community services, education, employment and job training, finance, the land base of government, women's rights and concerns, and Metis political structures. Of particular educational interest are chapters examining Aboriginal education in Australia, four models applicable to development of Aboriginal postsecondary education, and an Aboriginal training and employment initiative in which decisions are made by community boards. Chapters are: "Aboriginal Peoples and Euro-Canadians: Two World Views" (Murray Sinclair); "The Case for Aboriginal Self-Government: A Social Policy Perspective" (John H. Hylton); "Aboriginal Self-Government: Implications of the Australian Experience" (John Ekstedt); "Community Healing and Aboriginal Self-Government: Is the Circle Closing?" (John D. O'Neil, Brian D. Postl); "Education for Self-Determination" (Eber Hampton, Steven Wolfson); "Self-Government and Criminal Justice: Issues and Realities" (Carol La Prairie); "Pathways to Success: Aboriginal Decision-Making in Employment and Training" (Tina Eberts); "The Financing of Aboriginal Self-Government" (Allan M. Maslove, Carolyn Dittburner); "The Geographies of Aboriginal Self-education by raising awareness of different perspectives, ways of life, and national traditions of students in Asia Pacific countries; raising awareness of the ways in which science and technology interact with society, industry, and the environment; providing opportunities for students to develop communication skills in the widest sense, including in languages other than their own; and providing opportunities for schools in different countries to collaborate. This book includes three environment related topics: "Drinking Water," "What Do You Eat?," and "Using Energy at Home." The teaching units provide activities that can be meshed into the curricula of 14 to 17 year old students of science as well as other curriculum subjects. The teaching units are self-contained and include information about using the units, teacher and student notes, maps, and forms including an exchange form to allow students to exchange responses with schools in different countries. (JRH)

ED 391 637 SE 056 257

Informal Learning in Science. Final Program and Abstracts of the National Association for Research in Science Teaching Annual Meeting (68th, San Francisco, California, April 22-25, 1995).
PUB DATE- Apr 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Nontraditional Education; *Science Education

This document is divided into five parts: general information about the National Association for Research in Science Teaching (NARST), the 1995 NARST annual meeting program, abstracts of papers presented at this meeting, first authors' addresses, and a participant index. The 10 strands concerning science education are: (1) Learning: Students' Conceptions and Conceptual Change; (2) Learning: Classroom Contexts and Learner Characteristics; (3) Teaching; (4) Teacher Education; (5) Curriculum, Evaluation, and Assessment; (6) Cultural, Social and Gender Issues; (7) Educational Technology; (8) History, Philosophy and Epistemology; (9) Spanish Sessions (variety of types presented in Spanish); and (10) Other Informal Learning, Policy and Reform, Public Awareness, Research Methods, Teachers as Researchers, etc. (JRH)

ED 391 638 SE 056 396

Mayer, Victor J., Ed.; Fortner, Rosanne W., Ed.
Science Is A Study of Earth: A Resource Guide for Science Curriculum Restructure.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 95
NOTE- 252p.; Large poster accompanying original document not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Curriculum Development; Educational Change; *Educational Strategies; Elementary Secondary Education; *Environmental Education; Science Activities; Science and Society; Science Course Improvement Projects; Science Curriculum; Workshops

Earth Systems Education (ESE) is an effort to establish within

NOTE- 23p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Data Analysis; Elementary School Students; *Graphs; Intermediate Grades; Middle Schools
IDENTIFIERS- *Representations (Mathematics)

This paper discusses a research study that focused on middle grades students' abilities to read and to move between different graphical representations before and after instruction. The data analyzed were collected from a group of 76 sixth grade students who were in 3 different mathematics classes in a middle school located in central North Carolina. The ways that students made sense of information presented through graphical representations and made connections between related pairs of graphs were investigated. General conclusions indicate that students need to talk more about graphs, including talking about the structure of graphs and how this informs the statements that can be made about: (1) the information depicted by the graphs and/or (2) the predictions or inferences that can be drawn from the graphs. Contains graphs and questions used on written pre- and posttests. Contains 26 references. (MKR)

ED 391 662 SE 057 610

Benbow, Ronald M.
Mathematical Beliefs in an "Early Teaching Experience".
PUB DATE- Oct 95
NOTE- 14p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Education Majors; Elementary Education; *Field Experience Programs; Higher Education; Interviews; *Mathematics Instruction; Observation; Questionnaires
IDENTIFIERS- *Teacher Candidates; *Teacher Change

The research in this paper explores the possibilities of challenging preservice teachers' mathematical beliefs through a specifically designed early field experience intended to encourage both reflective analysis and instructional skill acquisition. The subjects in this one-semester study were 25 preservice elementary teachers at a small, private, liberal arts college in north-central Indiana. The study involved collecting data by administering three mathematical beliefs inventories, observing classroom teaching episodes, analyzing students' written lesson plans and reflective evaluation reports, and conducting interviews with selected preservice teachers and their respective supervising classroom teachers. The theoretical framework of this research was based on the premise that beliefs and practices are not linear-causal but are more interactive in nature. Results indicated that key beliefs do influence choices of content and methods in instructional settings and that particular aspects of a first teaching experience have differential effects on beliefs related to personal teaching efficacy, curriculum content, roles of teacher and student, and appropriate learning tasks. Contains 24 references. (MKR)

Web of Life: Exploring Biodiversity. An Educator's Guide.
SPONS. AGENCY- Eastman Kodak Co., Rochester, N.Y.
PUB DATE- 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Elementary Secondary Education; *Environmental Education; Science Activities; Videotape Recordings
IDENTIFIERS- *Biological Diversity

"Biodiversity" is the term used to describe the incredible variety of life on Earth, the wealth of habitats that house all the life forms, and the interconnections that tie everything together. This activity guide is designed to help teachers use the "Web of Life" video and to provide information and activities to expand on concepts introduced in the video. It contains a summary of each segment of the video along with key points and discussion questions for each one. The background information is divided into four major sections: "What Is Biodiversity?"; "Why Is Biodiversity Important?"; "Why Are We Losing Biodiversity?"; and "What Are We Doing about the Loss of Biodiversity?" Each background section is followed by two or three related activities. Each activity lists the materials needed and the video segments that complement the activity. The resource section contains a list of reference books, multimedia resources, and activity guides. (JRH)

ED 391 684 SE 057 757

Warren, Rebecca Lowe; Thompson, Mary H.
Scientist within You, Vol. 1: Experiments and Biographies of Distinguished Women in Science. Instructor's Guide for Use with Students Ages 8-13. Second Edition, Completely Revised.
PUB DATE- Feb 96
NOTE- 192p.; For volume 2, see SE 057 758.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Communication Skills; Elementary Education; Hands on Science; Science Activities; Science Experiments; *Science History; Scientific Concepts; *Scientists; *Sex Differences; Thinking Skills
IDENTIFIERS- Gender Issues; *Women In Science

This book highlights women's achievements in science and mathematics from the first century A.D. to the present. Included are paleontologists, geologists, astronomers, mathematicians, chemists, botanists, biologists, engineers, physicians entomologists, and atomic physicists. Their noteworthy accomplishments are translated to students through hands-on experiments and activities. The information and activities presented here are appropriate for ages 8 through 13. This book contains 23 units that spotlight women scientists, their work, and its importance. All units feature a hands-on experiment/activity duplicating the scientist's work or demonstrating a scientific principle relevant to her work, a bibliography, and a newsletter. These units help develop learning skills and common curriculum goals including evaluation of information, oral and written expression, reasoning skills, fundamental concepts in science, and mathematical relationships. (JRH)

12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Foreign Countries; Foreign Culture; Higher Education; International Education; Preservice Teacher Education; Schools of Education; *Social Studies; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Netherlands

This paper outlines the development of the social studies curriculum of the Noordelijke Hogeschool Leeuwarden (NHL), a polytechnic college in the north of The Netherlands. The following issues are addressed: (1) current developments in the labor market and in education that have to be addressed by a new curriculum; (2) the concept of 'learning how to learn' as a key feature of the NHL curriculum; (3) social studies as a thematic form of education in the NHL definition; (4) the method of curriculum development that is used to implement the framework; and (5) problems and points of discussion in the current implementation process. Graphs and charts help explain the different learning techniques described in the paper. The paper contends that the distinction between Dutch universities and colleges for professional education, such as the NHL, can be made productive within a national educational system. (EH)

ED 391 706 SO 025 754

Nelson, Murry R.
Directionless from Birth: The National Council for the Social Studies, 1921-1937.
PUB DATE- Nov 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Faculty Organizations; *History; *National Organizations; *Professional Associations; Social History; Social Science Research; *Social Studies; *Teacher Associations
IDENTIFIERS- *National Council for the Social Studies

This paper recounts the early years of the National Council for the Social Studies (NCSS), from its 1921 beginnings and partnership with the National Education Association. NCSS began as a service organization to close the gap between social scientists and secondary school teachers and to reexamine knowledge within the disciplines in light of potential use in schools. NCSS was founded by five practitioner-researchers, but the organization was taken over by two hard working entrepreneurs with little vision other than an organizing spirit. NCSS emerged directionless from birth. Many in higher education with deep interest in the social sciences and professional organizations became very interested in NCSS and its influence in the school curriculum. These alliances allowed for the Council to meet on neutral ground. NCSS allied early with the National Education Association (NEA) and the American Historical Association (AHA). Although it was never a formal part of the AHA, the AHA provided financial support for many years. From 1925 to 1969, NCSS was officially part of NEA as its Department of Social Studies. For the first 10 years, NCSS campaigned for members to give it life. By the late 1920s NCSS had begun to gain the interest of teachers; by the 1930s the Council attracted educators and social scientists with more the academic arena. Commercially designed examinations are employed to measure general knowledge. Locally designed examinations allow for local autonomy. Portfolios promote interactive learning and a way for students to see improvement in areas where they need to improve. Theses and projects are still another form of assessment along with oral examinations. Contains 14 references. (JAG)

ED 391 729 SO 025 821

Thornhill, Harold, Jr.
Culture Project: Imaginary Travel to Indonesia.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Pluralism; *Culture; Foreign Countries; Global Education; Government (Administrative Body); Higher Education; *Non Western Civilization; Religion; *Religion Studies; Social Bias
IDENTIFIERS- Government Information; *Indonesia

When U.S. citizens travel to Indonesia, it is hard for the majority of them to understand the country's culture and people. This project outlines some of the major fallacies individuals have when in Indonesia, and how they can avoid them by studying ahead of time. The project begins by requiring the individuals to plan their trip properly, know the Indonesian currency and where to obtain a passport. There are 12 questions pertaining to Indonesia's geographical, religious, political, and social make-up. Participants are asked to identify and understand Indonesia's customs such as food, family structure, music, and the country's motto. Additional learning activities include brief questions on Indonesia's history, researching three important current events, and locating significant places on a map of Indonesia and places of relative importance. A bonus exercise concludes the project and asks individuals to create a poster that includes the people, land, and life in Indonesia. These activities offer a traveler to Indonesia pertinent information to help them as they make their journey through the country. (JAG)

ED 391 730 SO 025 822

Brissette, Paul
The Historical Influence of International Trade and Religion on the Arts, Crafts and Architecture of Indonesia.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 17p.; Slides are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Character; Area Studies; Art; Asian

For centuries societies have understood the importance of art in relationship to other disciplines. Many great artists were also writers and poets. Many artists were well educated in classical literature from which they drew inspiration for paintings and sculptures. The document argues that the obvious meeting place for the two disciplines of art and language is the field of art criticism. Here students may combine art and whole language skills. In four sections this document: (1) reviews the tenets of whole language philosophy; (2) argues that art is a whole language that holds the same tenets as whole language; (3) explains art criticism as a system or model for talking about art in a whole language way; and (4) provides an exercise in art criticism. The document contains brief models of art criticism, a list of resources, and seven references. (MM)

ED 391 752 SO 025 981

Tison, Cindra; Woodside, Mary Jo
The Ultimate Collection of Computer Facts & Fun. A Kid's Guide to Computers.
PUB DATE- 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Games; Computer Graphics; *Computer Literacy; Computer Printers; Computer Science Education; Computer Software; Computer Uses in Education; Databases; Elementary Education; Intermediate Grades; Modems; Programming; Programming Languages; Science and Society; Social Studies; Spreadsheets; Technology; Word Processing

This student book presents information, games, and activities designed to develop computer literacy and skills. The text is aimed at middle elementary level students but may be adapted for use with younger or older students. Topics are presented in sequence to provide a complete knowledge base. However, each topic is presented with clarity that allows for information to be presented out of sequence. The book is organized in 22 sections: (1) "Computer Facts and Fun"; (2) "Early History of Computers"; (3) "The First Computer"; (4) "How Does It Work?"; (5) "Printing"; (6) "Font Fun"; (7) "Modems"; (8) "Computer Programming"; (9) "Do You Speak Binary?"; (10) "Computer Languages"; (11) "Software"; (12) "Word Processing Programs"; (13) "Graphics Programs"; (14) "Games Programs"; (15) "Database Programs"; (16) "Spreadsheet Programs"; (17) "Computer Aided Instruction"; (18) "Hidden Items"; (19) "Careers in Computers"; (20) "Computers and Imagination"; (21) "Buzzword Glossary"; and (22) "Answers Section," which provides answers to questions and activities presented in earlier sections. (MM)

ED 391 753 SO 025 983

Stevens, Phillips, Jr., Ed.
Marketing Folk Art.
PUB DATE- 86
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Programs; Art; Art Education; Community Resources; Cultural Maintenance; Folk Culture; Handicrafts; *Marketing; Strategic Planning

Donley, Susan K.; And Others
The Pittsburgh Children's Museum. Study Guides.
PUB DATE- 93
NOTE- 75p.; Funded by the Vira I. Heinz Endowment.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Architecture; *Art; *Art Activities; *Built Environment; Elementary Education; Health Activities; Health Education; *Human Body; Museums; Mythology; Physical Health; Preschool Education; *Puppetry; United States History
IDENTIFIERS- Henson (Jim); Mister Rogers Neighborhood; Ohio River; Pennsylvania (Pittsburgh); Portraits; *River Occupations; Silk Screen Printing; *Warhol (Andy); X Rays

These five study guides present ideas for activities based on museum exhibition themes. The learning activities are designed for coordination with museum visits, but may be adapted for independent use. Activities appropriate for preschool and elementary levels are indicated. Exhibition themes include: (1) "Space Exploration," which explores the built environment and building's space; (2) "Warhol's Myth," which considers how American media myths reveal shared beliefs and experiences; (3) "Puppets," which introduces the art of Mister Rogers, Jim Henson, and other puppet masters; (4) "Riverscape," which reenacts the hustle and bustle of a Pittsburgh workday of the past, for instance, children steer a boat down a theater-like set, loading fruits and vegetables, and selling them in a storefront; and (5) "Looking at You: Urban X-Ray/Self-Portrait/Stuffee/Heart Works" which views portraits from inside and outside the body and instructs in the care and feeding of the body. The guides include background information, instructions, suggested projects, worksheets, reproducibles, and when appropriate, musical scores, poetry, and illustrations. (MM)

ED 391 775 SO 026 104

The Arts: A Competitive Advantage for California.
SPONS. AGENCY- California Arts Council, Sacramento.
PUB DATE- Oct 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; *Artists; Broadcast Industry; Case Studies; Designers; *Economic Impact; Economic Progress; Employment; *Film Industry; *Fine Arts; Income; Industry; *Musical Instruments; Nonprofit Organizations; Social Science Research; Surveys; Tourism
IDENTIFIERS- *Automobile Design; *California; Festivals

This 1993 study attempts to define the size and scope of statewide economic activity generated by the arts in California. The analysis is based on data from surveys of nonprofit arts organization and five case studies. The case studies, which provided context for the core research, include examinations of: (1) artists in Los Angeles County; (2) the motion picture and television industry in California; (3) seven California festivals; (4) art and auto design in California; and (5) the manufacturing of musical instruments in California. Survey and case study findings indicate: (1) the economics of the nonprofit arts sector are robust, with $2.159 billion in economic activity and 115,153 jobs in 1993. (2) Los Angeles County artists are deeply involved in the community and arts as this form of school management. Based on these data, it appears that these teachers will have little resistance to incorporating SBDM as a management approach. (Author/ND)

ED 391 792 SP 036 460

Delany-Barmann, Gloria; Minner, Sam
Development and Implementation of a Program of Study To Prepare Teachers for Diversity at Northern Arizona University: A Preliminary Report.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the Annual Conference of the AERO (Sedona, AZ, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; *Curriculum Development; Disabilities; Educational Change; Education Courses; Education Majors; Elementary Education; Ethnic Groups; Gifted; Higher Education; *Knowledge Base for Teaching; *Minority Groups; *Preservice Teacher Education; Student Educational Objectives; *Teacher Education Curriculum; Teaching Skills
IDENTIFIERS- *Diversity (Student); *Northern Arizona University
In the spring of 1995 Northern Arizona University initiated a pilot program for a new content emphasis for elementary education majors. This new emphasis, "Diversity in Educational Contexts," is designed to prepare teachers to instruct the diverse children they will encounter in their public and private classrooms. The new program addresses effective teaching of ethnic minority children, non-English speaking children, handicapped children, and gifted and talented children, and issues relating to the differential treatment afforded boys and girls in U.S. schools. The program has three components: foundation knowledge, personal interactions with diversity, and professional interactions with diversity. The evaluation of the program looked at three areas: (1) the overall perceptions of persons involved in the content emphasis; (2) suggestions for improving the program; and (3) change among student participants (by virtue of their participation in the program) in the areas of knowledge, skills, and/or dispositions. Data for the evaluation came from student journal entries, tests administered in each content emphasis class, focus group interviews, and questionnaires. The preliminary results of the evaluation suggest that students were able to transfer the knowledge and skills they learned into classroom situations, and they demonstrated the desire to know more about other cultures and people outside the context of the classroom. Faculty responses indicate that the opportunity to participate in such a diverse curriculum as well as having on-going discussion of their experiences provided students with unique and valuable opportunities to learn and reflect about issues they will face in the classroom. (Contains 19 references.) (ND)

ED 391 793 SP 036 462

Burch, Marti L.; Keilberg, Tamara
It's a Neon "Thang!" Teaming from A (Attitude) to Z (Zeal).
PUB DATE- 95
NOTE- 101p.; Paper based on this guide presented at the National Middle School Association Conference and Exhibit (New Orleans, LA, November 1-4, 1995).

Tests; *Knowledge Level; Language Arts; Mathematics; Models; *Performance Based Assessment; Sciences; State Programs; *Test Construction; Test Content; Testing Programs
IDENTIFIERS- Prototypes; *Wisconsin Student Assessment System

The Wisconsin Department of Public Instruction has contracted with the Wisconsin Center for Education Research to develop and field test performance assessments in mathematics, language arts, and science. Together with a Wisconsin-developed knowledge and concepts test, the new performance assessments will provide important information about the state's students. These samples of prototype performance assessments describe the assessment's content and present examples of proficient student responses. While they are not polished activities, they do provide a working description of the content and academic expectations in the performance assessment instruments. All of the instruments use the same score categories, ranging from advanced response to not scorable. Samples are included for the mathematics, science, and language arts performance assessments. Questions and answers about their construction and use follow the examples. (Contains 8 figures and 10 references.) (SLD)

ED 391 812 TM 024 151

Way, Walter D.; McKinley, Robert L.
Development of Procedures for Resolving Irregularities in the Administration of the Listening Comprehension Section of the TOEFL Test.
PUB DATE- Feb 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Covariance; *Bayesian Statistics; *English (Second Language); *Language Proficiency; Language Tests; Listening Comprehension; *Listening Comprehension Tests; Simulation; Test Construction; *Testing Problems; Test Interpretation
IDENTIFIERS- *Test of English as a Foreign Language

Two procedures were developed to determine whether examinees in a given test center were affected by a testing irregularity on the Listening Comprehension section of the Test of English as a Foreign Language (TOEFL). One approach employed analysis of covariance (ANCOVA) on Listening Comprehension (Section 1) means using scores on Structure and Written Expression (Section 2) and scores on Reading and Vocabulary (Section 3) as covariates. The second procedure entailed a Bayesian approach that used prior information about performance at the center in question. Analyses using these two procedures were carried out with simulated data and data from actual testing irregularities at 5 centers involving 639 affected examinees and numerous comparisons. Results indicated that both ANCOVA and Bayesian approaches provided useful information. They usually agreed, but differences occurred in specific situations as discussed. Although both procedures should be incorporated into the operational procedures for resolving testing irregularities, results should be interpreted with caution, particularly if they produce discrepant results. An appendix contains five tables of summary statistics. (Contains 1 figure, 10 tables, and 3 references.) (Author/SLD)

ED 391 813 TM 024 152

Lord, Frederic M.; Pashley, Peter J.

(Statistics); Research Reports; *Satisfaction; Sex Differences; Surveys; Teaching Experience
IDENTIFIERS- *National Alliance of Black School Educators

The quality of the Annual Conference of the National Alliance of Black School Educators (NABSE) was evaluated through surveys of participants. Conference attendees' ratings of the presenters, the facility, and the inservice training was studied for subgroups based on position, gender, age, and experience. Four sets of data were collected relating to the different areas, with one of the data sets being participant observation. There were 3,214 responses collected from the approximately 5,000 attenders, analyzed by frequency, means statistics, analysis of variance (ANOVA), and regression. The results indicated that there were more teachers and principals than any other educator group. Females, persons aged 41 to 50 years, and those with 21 to 30 years of professional experience were more likely to attend. More people attended afternoon sessions and the Friday sessions. Presenters were rated highly by the various subgroups, and ANOVA results indicated that there were no statistically significant differences in presenters' ratings between and among subgroups. Regression analyses indicated that clarity, session environment, presentation skills of the speaker, and presenter preparedness were among the important factors or influences considered in rating the overall quality of the session. Six appendixes contain data collection instruments and participant comments. (Contains 163 tables.) (Author/SLD)

ED 391 833 TM 024 434

Ryan, Concetta Doti
Authentic Assessment, Professional's Guide.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Language Arts; Mathematics; *Observation; Parent Participation; *Portfolios (Background Materials); Sciences; *Scoring; Social Studies; Student Evaluation; *Test Construction
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation; Scoring Rubrics

Authentic assessment is the process of gathering evidence and documenting student learning and growth in an authentic context. Authentic assessment can do a better job than more traditional forms of assessment in informing educators and parents about a student's real achievement. The first chapter of this book presents an overview of authentic assessment, its origins, and its goals. The next four chapters focus on authentic assessments that can be used across the curriculum: (1) portfolios; (2) performance assessment; (3) rubrics; and (4) observation-based assessment processes. The following chapter focuses on the inclusion of students and parents in the assessment process. The final four chapters identify authentic assessments that can be used specifically with the content areas of language arts, mathematics, science, and social studies. A list of professional resource organizations is included. (Contains 2 samples, 10 checklists and forms for assessment processes, and 28 references.) (SLD)

Cooperation; *Disadvantaged Youth; *Enrichment Activities;
Financial Support; High Risk Students; High Schools; *High
School Students; Private Schools; Self Control; Study Habits;
*Summer Programs; *Supplementary Education
IDENTIFIERS- *Florida (Fort Lauderdale)

In 1992, Pine Crest School, an independent school in Fort Lauderdale (Florida) combined with three other independent schools in Broward County to form the Greater Fort Lauderdale Consortium and to build on their previous experience with summer programs to develop a summer enrichment program for low income high school students. The program, "Gain the Edge," served 180 students over 3 years. Each campus offered a 6-week enrichment program in mathematics, English, and a third subject varying by school at no cost to the student. A recurring theme for all the schools was that when teachers taught what they loved, a message was sent to students about developing a sense of pleasure in learning. Overall, the schools were most successful in the aspects of the project that came closest to their specialties: conveying a sense of pleasure in learning, teaching self-discipline in relation to study, providing individual attention, and developing skills for applying to college. Their results in relating to the public schools and to the business community were more mixed, with some failures in obtaining financial support. The joint functions of the Consortium are also described. (SLD)

ED 391 853 UD 030 795

Compensatory Education (CE) Product Evaluation: Elementary and Secondary Programs 1994-95.
PUB DATE- Dec 95
NOTE- 51p.; For the 1993-94 evaluation, see ED 375 230.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains;
*Compensatory Education; *Disadvantaged Youth; Educationally
Disadvantaged; Intermediate Grades; Junior High Schools;
*Mathematics Instruction; Middle Schools; Parent Participation;
Program Evaluation; Program Implementation; *Reading
Instruction; Summative Evaluation; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;
Middle School Students; *Saginaw City School System MI

The school district of the City of Saginaw operates a supplemental educational delivery Chapter 1 system in reading and mathematics, the Elementary Compensatory Education (CE) program and the Secondary CE program. The elementary CE, a push-in program operating in the regular classroom and a pull-out program (periodically taking students out of regular classrooms), served 2,475 students in grades 1 through 5. The secondary CE is a self-contained classroom program that involved approximately 542 students in grades 6 through 8. Broad goals were to provide intensive academic instruction, to involve parents, to supply incentives for academic achievement, to measure academic growth, and to prepare students for the general classroom. The greatest achievement gains were made at the junior first and first-grade levels, with mathematics gains greatest at grade two. Reading test scores improved, and the advanced mathematics scores improved, although no data were available for comparison for basic mathematics. Recommendations are made for program improvement. Five appendixes provide supplemental information about participants, their achievement, and the achievement of students in the Help One Student To Succeed mathematics program. (Contains 5 tables in the text, 14

Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; Educational Technology; Elementary Secondary Education; Grants; Information Networks; *Information Sources; *Internet; Lesson Plans; Library Catalogs; Online Systems; Reference Services; State Departments of Education; Student Projects; Technological Advancement
IDENTIFIERS- Electronic Books; ERIC Digests; Government Information; Listservs; Pen Pals; Technology Plans

The vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. This updated digest lists various information resources available to K-12 educators over the Internet. Topics include: guides to Internet resources; lesson plans; keypals and pen pals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; government information; state education departments; electronic books; reference resources; library catalogs; and other resources. (Contains 11 references.) (BEW)

ED 391 461 IR 017 607

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; For 1996 Update Part I, see IR 017 606. For 1994 originals, see ED 372 757 (Part I) and ED 372 758 (Part II).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Discussion Groups; *Educational Resources; Educational Technology; *Electronic Mail; Elementary Secondary Education; Information Dissemination; *Information Sources; *Internet; Online Systems; Reference Services
IDENTIFIERS- AskERIC; ERIC Digests; *Listservs; *Question Answering Systems; USENET

As K-12 schools connect to the Internet, a new means of communication opens up to educators and students. This updated digest describes some sample services and resources available to the K-12 community via electronic mail. Information sources covered include: question answering services, including AskERIC and the Online Writing Lab; listservs or electronic discussion groups; and newsgroups available through Usenet, an electronic bulletin board system. (Contains 10 references.) (BEW)

the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629. Contains drawings which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Networks; *Diagrams; Global Approach; Graduate Students; Illustrations; *Internet; *Learning Activities; Reinforcement; *Student Attitudes; *Visual Aids; *Visual Learning
IDENTIFIERS- Beginning Competence; Client Server Computing Systems; Connectivity; Global Awareness; Information Infrastructure; *Telecommunications Infrastructure

Beginning users often exhibit confusion about what it means to be "on" the Internet, and they would likely benefit from a discussion of the scope and structure of Internet connectivity. The problem lies in creating a meaningful visual which would accompany the verbal information. This document discusses an exercise whereby graduate students who had completed 5 weeks of an Internet-related course were asked to draw a diagram of the Internet as they understood it. Thirty-four drawings ranged from very simplistic to very technical, but several patterns emerged, with the Internet variously represented as a client-server scenario, a giant loop, a spoke and hub configuration, or a container. The client-server depiction had already been presented in the class by the instructor, and it ended up appearing most often in the exercise. Only three drawings focused on the global nature of the Internet. When the same exercise was administered to non-users, 31 drawings more frequently included some visual reference to the world, perhaps because the notion of global connectivity is one that the media likes to hype. Visual aids may help beginning users sort through confusing terminology and misleading metaphors, although many participants in the first exercise whose drawings did not appear to represent the Internet in any reasonable way still retained accurate verbal knowledge of the Internet's character. Further study is recommended. Six student illustrations are included in a total of eight figures. (BEW)

NOTE- 9p.; In: Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995); see IR 017 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Software Development; *Educational Media; Higher Education; Hypermedia; Individual Instruction; *Instructional Design; *Multimedia Materials; *Optical Data Disks; Secondary Education
IDENTIFIERS- Cyprus; *Multicultural Materials

This document chronicles the development of a hypermedia CD-ROM product that offered information on the island of Cyprus. The hypermedia environment was designed for use by students and educators in eleventh grade up to the college level, and it was intended to fill gaps in multicultural knowledge by enabling individualized, self-paced instruction in engaging multiple formats. The development process was divided into several stages: (1) deciding on the degree of interactivity, or number of hyperlinks and layers of choices; (2) designing the main interface; (3) creating flowcharts to depict and plan for possible user paths; (4) storyboarding; (5) collection of informational material such as photographs, maps, drawings, sounds, music, and bits of animation; and (6) the actual authoring of the CD-ROM. The prototype was reviewed by instructional designers, multimedia developers, graphic artists, and content experts, while students offered feedback on the revised final version. Design lessons learned include the need for keeping the interface simple and navigable, using color meaningfully and consistently, taking extra time for selection of software tools and for content analysis, and working with a team of experts. (Contains 15 references.) (BEW) judgments using (x,y) coordinates on a grid. Computer generated estimates of balancing point position on the vertical and horizontal axis of picture space displayed a very strong relationship to subjective teacher judgments of balancing centers. A set of 140 drawings from students in grades K-6 was also examined to determine whether the balancing centers changed predictably with age. Results suggest that children in grades K-6 show a strong bias for balancing centers situated near the geometric center of picture space. Five figures depict study results. An appendix shows the 30 drawings used in the balancing center analyses. (Contains 14 references.) (AEF)

Rounds, Laura, Ed.; Matthews, Michael, Ed.
Total Quality Management in Academic Libraries: Initial Implementation Efforts. Proceedings from the International Conference on TQM and Academic Libraries (1st, Washington, D.C., April 20-22, 1994).
PUB DATE- 95
NOTE- 382p.; For selected individual papers, see IR 055 812-820.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Annotated Bibliographies; Case Studies; Data Collection; Higher Education; *Library Administration; Management Teams; Models; Performance Factors; *Personnel Evaluation; *Program Improvement; Teamwork; *Total Quality Management; Users (Information)
IDENTIFIERS- Benchmarking; Continuous Improvement; Customer Services; Job Restructuring; *Process Improvement; Quality Assurance

This document contains conference papers, other speeches, and supplementary material from the first International Conference on Total Quality Management (TQM) and Academic Libraries, held in 1994. The conference was comprised of four sessions, and the introductory remarks of each are included, along with transcriptions of each session's interview/discussion forums: (1) Opening Session: "The Geometry of Quality in Higher Education" (David T. Seymour); (2) Plenary Session 1: "Is the Customer Always Right? Obtaining the Voice of the Customer" (Sue Rohan); (3) Plenary Session 2: "(Customer Quality Peformance)/Measurement=Benchmarking" (William Grundstrom); and (4) Closing Session: "TQM and Libraries: A Formula for Change" (Thomas Shaughnessy). Papers from the sessions include: "Gathering Client Data: What Works?" (Christine Avery & Diane Zabel); "A Model for Reorganization: Applying Quality Principles and Techniques" (Lynne Branche Brown & Nancy Markle Stanley); "TQM: A Flavor-of-the-Month Buzzword or Step One to Designing Processes that Deliver Continuous Value to the Customer?" (John R. Secor); "TQM--Will it Work in Your Library?" (Karyle Butcher); "Benchmarking: A Process for Improvement" (Thomas M. Peischl); "From Quick Start Teams to Home Teams: The Duke TQM Experience" (John Lubans & Heather Gordon); "Performance Appraisal vs. Quality Management; Getting Past the Paradox" (James W. Marcum); and "Performance Appraisal in an Academic Library" (Verna E. George). The appendix contains related visual aids, charts, outlines, and helpful references from 12 other presentations. An annotated bibliography by Anaclare F. Evans recommends 36 books and journal articles on total quality management. (BEW)

Community Colleges; *Educational Finance; *Educational Improvement; Education Work Relationship; *Organizational Development; *Partnerships in Education; School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *University of Kentucky Community College System

In 1989, the Commission on the Future of the University of Kentucky Community College System issued recommendations for improving the colleges' role, effectiveness, and potential. This report assesses the progress made as of 1995 with respect to the recommendations, focusing on the areas of funding, governance, postsecondary technical education, economic and workforce development, access to higher education, effectiveness and accountability, and public awareness. For each of these issues, the report provides a summary of the current status as well as Commission recommendations and the rationale behind the recommendations. Major recommendations for 1995 include the following: (1) provide a 7% increase in higher education funding for each year of the 1996-98 biennium; (2) develop more collaborative processes and partnerships that result in joint ventures with the Kentucky TECH System for community development; (3) increase responses to business and industry needs with technical degree programs, job specific training and retraining, and services; (4) emphasize basic skills education and training; (5) increase the use of innovative methods for greater statewide access to higher education and public service offerings; (6) launch an educational campaign about the purpose, roles, and value of the community colleges to the community; (7) provide statewide advocacy and networking of the community colleges; and (8) strengthen the effectiveness of the local advisory boards. (TGI)

and (6) "Healthy Children in Safe Environments," on child health in relation to the day care setting, including immunizations, poison prevention, prevention of lead exposure, and oral health. (ET)

ED 391 569 PS 022 954

Stonehouse, Anne
How Does It Feel? Child Care from a Parent's Perspective.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; Child Rearing; Cooperation; Day Care; Early Childhood Education; Foreign Countries; *Parent Attitudes; Parent Child Relationship; Parent Education; Parent Participation; Parent Role; *Parents; *Parent School Relationship; Partnerships in Education; *Teamwork
IDENTIFIERS- Australia; *Parent Caregiver Relationship; *Parent Needs

Noting the increasing attention in child care professions to the importance of understanding children in the context of their families, this guide attempts to help child care staff get a clearer idea of the feelings which parents have about placing their children in daycare. Forming partnerships between parents and child caregivers is emphasized through looking at child care situations from the parent's perspective. The chapters are as follows: (1) "Introduction," emphasizing that parents are the most important people in a child's life; (2) "What is a Partnership? How Can We Help Create One?," focusing on parent-caregiver partnerships--asserts that mutual respect, trust, sensitivity, communication, common goals, teamwork, equality, and shared decision making should all be components of the partnership; (3) "What Partnership Is Not," emphasizing that a partnership is not the same as parent involvement or parent participation; (4) "Through a Parent's Eyes," describing common situations that occur when parents use day care and focusing on empathy on the part of caregivers; and (5) "Not All Parents Are Lovely," asserting that while most parents are reasonable, responsible, and caring concerning their children, some are difficult, critical, irresponsible, or uncooperative. (BGC)

focused mainly on the perceived effects of changing group size with regard to parent-teacher relationships, staff and child turnover, and adult-child ratios. The findings show that the changed policy had had a direct impact on children, programmers, teachers, and families. The major issues presented by the teachers are as follows: (1) they had less time to work with individual children and small groups; (2) even though the adult-child ratio remained constant at 1:15, the larger group size had a marked impact on the type of activities teachers were able to offer; (3) teachers were being forced toward a supervisory role; (4) increased roll numbers had an adverse, diluting effect on teachers' relationships with parents; (5) in some kindergartens children were being admitted at a younger age, which placed extra demands on teachers; and (6) there had been little training or support for teachers to cope with the consequences of the new policy. (Two appendices include the kindergarten group size project questionnaire and the interview schedule. Contains 44 references.) (AP)

IDENTIFIERS- *Developmentally Appropriate Programs; Developmental Theory

In order to promote critical thinking in young children, particularly children ages 5-8, teachers need to understand skills and dispositions of critical thinkers. This paper discusses these skills, dispositions, and the appropriate classroom climate, within the context of pedagogy, along with learning activities for kindergarten and primary classrooms. Piaget's concept of autonomy is asserted as an important aspect of critical thinking, and the development of thinking skills is compared to the development of language in children. Developmentally appropriate practices are useful for incorporating thinking skills and dispositions into the curriculum. A list of skills and sub-skills necessary for adult critical thinking is given, along with a discussion of appropriateness for emphasis with young children, including the following: (1) interpretation; (2) analysis; (3) evaluation; (4) inference; (5) explanation; and (6) self-regulation. To emphasize these skills appropriately, teachers of young children should emphasize and model the following dispositions: (1) curiosity; (2) open-mindedness; (3) fair-mindedness; (4) flexibility; (5) organization; (6) understanding of other points of view; and (7) emotional maturity. Teaching techniques best suited for promoting critical thinking are also discussed, including: (1) developing questions; (2) teaching problem solving; (3) teaching conflict resolution; (4) using cooperative groups; and (5) developing a dramatic play corner. Contains nine references and a six-item list of additional helpful materials. (BGC)

Government" (Evelyn J. Peters); "Aboriginal Women and Self-Government" (Margaret A. Jackson); "Aboriginal Self-Government and the Metis Nation" (Clem Chartier); "Attitudes toward Aboriginal Peoples and Aboriginal Self-Government in Canada" (J. W. Berry, M. Wells); and "Future Prospects for Aboriginal Self-Government in Canada" (John H. Hylton). Contains references in each chapter, an index, and contributor profiles. (SV)

U.S. schools more effective programs designed to increase public understanding of the Earth System that surrounds and sustains us all. ESE focuses on establishing an understanding of the processes that operate within our environment and uses the science thinking and problem-solving processes that are of most use in studying and solving the many social problems that confront the world today. This document is a product of a special summer workshop of participants from the Program for Leadership in Earth Systems Education (PLESE). Sections include: (1) "Exploring Earth Systems Education"; (2) "The National Context for Science Education Reform"; (3) "Successful Strategies for Using Earth Systems Education in Science Curriculum Restructure"; (4) "A Guide to ESE Curriculum Restructure and Implementation"; (5) "Teaching Approaches in an Earth Systems Classroom"; (6) "Resources for Implementing Earth Systems Education"; (7) "Conducting Earth Systems Education Workshops"; (8) "Scoping Out an Earth Systems Curriculum"; and (9) "Sample Activities and Units." (JRH)

ED 391 639 SE 056 579

English, Lyn D.
Children's Problem Posing in Computational Contexts.
PUB DATE- Apr 95
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Cognitive Processes; *Computation; *Elementary School Students; Foreign Countries; Grade 3; Mathematics Instruction; Primary Education; *Problem Solving
IDENTIFIERS- *Problem Posing

Problem-posing abilities of 54 third graders who displayed different patterns of achievement in number concepts and novel problem solving were investigated in this paper. The children were administered a problem-posing pretest followed by an instructional program (for half the sample) and a delayed posttest. Among the findings are the limited range of problems posed by all children and the difficulties they experienced in recognizing the standard addition and subtraction sentences as representing a variety of situations, even after exposure to the program. The children showed greater problem diversity within informal contexts although, overall, still favored the basic change problems. Appendices contain sample items from number and problem-solving tests, an overview of the problem-posing program, and sample student responses. Contains 65 references. (Author/MKR)

ED 391 663 SE 057 611

Buck, Judy Curran

Fostering Connections between Classes of Polynomial Functions.

PUB DATE- Oct 95
NOTE- 14p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Concept Formation; *Functions (Mathematics); *Graphs; High Schools; *High School Students; Interviews
IDENTIFIERS- *Connections (Mathematics)

The typical path of instruction in high school algebra courses for the study of polynomial functions has been from linear functions, to quadratic functions, to polynomial functions of degree greater than two. This paper reports results of clinical interviews with an Algebra II student. The interviews were used to probe into the student's conceptual understanding of polynomial functions and the connections that the student made graphically and algebraically between the classes of polynomial functions. Results suggest that building polynomials from linear expressions may foster connections between the classes of polynomial functions and between the graphical and algebraic representations of these functions. (MKR)

ED 391 685 SE 057 758

Warren, Rebecca Lowe; Thompson, Mary H.
Scientist within You, Vol. 2: Women Scientists from Seven Continents--Biographies and Activities. Instructor's Guide for Use with Students Ages 10-15.
PUB DATE- Oct 95
NOTE- 224p.; For volume 1, see SE 057 758.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Elementary Education; Global Approach; Hands on Science; Science Activities; Science History; *Scientists; Sex Differences
IDENTIFIERS- Gender Issues; *Women In Science

This book is intended to celebrate the global successes of women in a variety of scientific fields. These women provide life stories and career images that positively impact girls' expectations of themselves and their performance in math and science. This book features full biographies on 29 women scientists, mathematicians, and engineers spanning a time-line from 1868 to the present. Each scientist is presented through a biography, a photograph, a hands-on experiment/activity that duplicates the scientist's work or demonstrates an idea relevant to her work, and a bibliography. The book is divided into 24 Discovery Units that offer extensive class activities, experiments, or projects. The units include an introduction page listing key points, supplies needed, an order of events, an instructor's guide with background information and comprehensive instructions, sheets for students to record findings, and a newsletter. The section, Bridging the Continents, highlights women whose work in science has intercontinental significance. Seven Continental Summaries are included that emphasize an aspect of that continent's scientific history and include continental facts unique to that land mass, continental curiosities to pique student interest, exploration questions for classroom or individual research, and suggested enrichment activities. (JRH)

pronounced academic views and involvement. NCSS had a few women officers in the early years but many were involved with Committees and Yearbook chapters. This history laments that little has changed in the nearly 60 years as NCSS still struggles for acceptance, membership, intellectual respect, and a political voice in the debate on schools. (EH)

ED 391 707   SO 025 755

Margolis, Peppy; And Others
Caring Makes a Difference: Responding to Prejudice, Genocide, and The Holocaust: A K-8 Curriculum.
PUB DATE- May 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Attitudes; *Bias; Civil Liberties; Civil Rights; Elementary Education; Ethnic Groups; European History; Global Education; International Crimes; Jews; Judaism; Junior High Schools; Minority Groups; Nazism; Social Bias; Social Studies; Values; *World War II
IDENTIFIERS- *Genocide; *Holocaust

The goal of this teaching guide is to help students develop a positive self-image, behave as responsible individuals, and accept differences in order to have the tools to challenge the forms of prejudice and discrimination that confront society. The Holocaust and continuing genocides are prejudice in its most extreme form. The Holocaust raises the most serious questions and concerns about the nature of human behavior; the role of the perpetrator; the bystander; and the victim. The goals of the lessons and activities are to raise the level of awareness, critical thinking skills, and problem solving techniques through dilemmas, readings, and discussions. Teachers can decide which lessons to use based on the level of maturity of the students. The guide consists of lesson plans and activities, professional resource materials, and suggested resources for obtaining additional materials. The units are developed by grade levels and topics and include: (1) Grades K-2: "Learning How to Be Friends"; (2) Grades 3-4: "Communities Are People"; (3) Grades 5-6: "People Are People"; and (4) Grades 7-8: "Choosing to Make a Better World." (EH)

History; *Asian Studies; Foreign Countries; Global Education; Higher Education; International Trade; Multicultural Education; Non Western Civilization; Religion Studies; Secondary Education
IDENTIFIERS- Historical Research; *Indonesia; Religious Art

This document outlines a slide presentation on Southeast Asia with primary emphasis on Indonesia. How international trade has influenced the design and development of Indonesian arts, crafts, and architecture are main points of interest. A geographical overview of Indonesia is described along with its natural resources, population, and religious practices. Indonesia's history focuses on the indigenous culture of the people who migrated and developed the land. Hinduism, Buddhism, and Islamic religions spread to Indonesia through foreign trade and impacted on the visual arts throughout the centuries. The paper concludes with personal thoughts and experiences about visiting Indonesia. (JAG)

ED 391 731 SO 025 828

Scott, John W., Ed.; Seidman, Laurence, Ed.
Folksong in the Classroom, 1992-93.
PUB DATE- 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Folk Culture; *Heritage Education; Jews; Music; Religious Cultural Groups; *Social History; Social Studies; *Songs; United States History; Urban Culture; Womens Studies
IDENTIFIERS- Depression (Economic 1929); Folk Music; *Jewish Culture; Labor History; New Deal; New England

The eighth volume of "Folksong in the Classroom" covers three periods in U.S. history where folk music was a cornerstone in the lives of people. The first issue of the volume contains a brief history of the Jewish experiences and hardships and how individuals stood by each other in maintaining a rich, musical, Yiddish folksong heritage. Nine popular Yiddish songs are listed along with suggestions, to present the music. A 10-item discography concludes the issue. The second issue refers to the Depression and New Deal where many immigrants worked long hours in factories. Songs created during this time reflect the abuse of big business and the forced labor of young children. This issue concludes with a bibliography/discography, song notes, and suggestions for teachers. Issue 3 explores the 1800s when women worked in New England textile factories in order to help support their families. Most of the women were immigrants who were discriminated against because of their European and Eastern European backgrounds. A 12-item discography/bibliography concludes this issue. (JAG)

IDENTIFIERS- *Folk Art
"Marketing Folk Art" is a special section (pages 43-89) of this serial issue addressing the folklorists' role in developing marketing strategies to improve the lot of folk artists and protect their traditional forms of expression from commercial exploitation. The following six articles, introduced by Rosemary Joyce, focus on these topics: (1) "The Marketing of Objects in the Folk Art Style" (C. Kurt Dewhurst; Marsha MacDowell); (2) "Traditions for Sale: Marketing Mechanisms for Baltimore's Screen Art, 1913-1983" (Elaine Eff); (3) "Who Will Market the Folk Arts?" (Egle Victoria Zygas); (4) "'Crafts Assistance Programs' and Traditional Crafts" (Robert T. Teske); (5) "Commentary" (Geraldine N. Johnson; John Michael Vlach); and (6) "Mitigating Marketing: A Window of Opportunity for Applied Folklorists" (Alf Walle). (MM)

ED 391 754 SO 025 984

Clapp, Anne F., Comp.; And Others
Reading List for Students in Conservation of Historic and Artistic Works on Paper and on Photographs. Revised.
PUB DATE- 80
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art; Art Materials; *Paper (Material); *Photographs; Postsecondary Education; *Preservation; Professional Education; Visual Arts

This 1980 bibliography is designed to assist students of paper conservation by supplying a cross-section of conservation literature. The literature includes subject-matter information and data concerning the authors of that information. Accessibility of the literature has been considered with obscure sources and foreign language sources scanted. Paper conservation materials are rated: (A) indicates required reading for basic knowledge of materials and methods of conservation; (B) indicates more advanced and, or more detailed or controversial information; and (C) designates reference books. The resources are organized under 16 sections. A concluding section gives a "Bibliography for Individuals Interested in the Conservation of Photographs," with resources rated as (A), advanced, or (G), general information. (MM) volunteers, contributors to charity, and participants in commercial and nonprofit art worlds, and have average incomes of $38,000 a year. (3) The motion picture and television industry employs a core staff of 50,000 Californians with average salaries of $80,000 in 1992. (4) Cultural tourism is a growth industry for the state with festivals being a strong attraction for tourism. For example, the Half Moon Bay Main Street Beautification Committee spent $70,000 on their Art and Pumpkin Festival and generated $10.5 million including $79,815 in local sales tax. (5) Art and auto design produces $47 million in business revenues and employs more than 400 people. (6) The manufacturing of musical instruments results in $75 million in wages and salaries by the $500 million industry. The arts are found to be a significant basis of California's economic strength. The report includes an "Executive Summary," charts, statistical tables, sample surveys, and acknowledgements. (MM)

ED 391 776   SO 026 110

White, Sheida; O'Sullivan, Christine
NAEP Assessment in Geography, 1994.
PUB DATE- Dec 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Competence; *Educational Change; Educational Improvement; Educational Quality; *Educational Testing; Elementary Secondary Education; *Geography; Geography Instruction; Grade 4; Grade 8; Grade 12; Social Studies; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

This publication briefly describes the 1994 National Assessment of Educational Progress (NAEP) assessment in geography. In early 1994, about 19,000 students in grades 4, 8, and 12 across the nation participated. This was the first comprehensive geography assessment by NAEP and will provide baseline data to measure future progress. Sample questions from the 1994 assessment are included. NAEP geography scores are reported on a scale that ranges from 0-500. Results are reported according to geography achievement levels--basic, proficient, and advanced. The NAEP assessment includes: (1) a mixture of 228 multiple-choice items; 80 short constructed response items; and 30 extended constructed-response tasks across grades 4, 8, and 12; (2) performance tasks that require students to demonstrate geographic skills; (3) analytical tasks in which students are asked to construct geographic representations such as maps, charts, and diagrams; and (4) balanced and comprehensive coverage of topics that are engaging and relevant to students' experiences and world concerns. Charts and figures accompany the text. (EH)

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Fused Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Strategies; Middle Schools; *Teaching Methods; *Teaching Models; *Team Teaching; Teamwork
IDENTIFIERS- Fort Worth Independent School District TX; *Teacher Collaboration; Texas (Fort Worth)

Teaming incorporates an ever expanding curriculum, without an overlapping of subjects, by a collaboration of teachers and students learning from one discipline to another. Through the teaming approach to teaching, the child gains from the emotional, motivational, and enrichment of interrelationships of different subject teachers. Stimulation for teachers is provided by closer association among colleagues who use varied styles, strategies, and techniques aimed at shared goals and communication. This publication is a guide for team teaching from a program entitled "Nobody Else Outshines Neons" (NEON). The goal of the approach is to share and combine expertise and curriculum objectives to integrate a discipline into interesting and entertaining units, through a mutual set of procedures that are consistent throughout the day, regardless of individual personalities, styles, and disciplines. The publication includes exercises, curriculum suggestions, suggested teaching methods, poems, selections from literature, and other background material on successful team teaching. The "Neon Sam: Student-Parent Assignment Manual" is included. (ND)

Confidence Bands for the Three-Parameter Logistic Item Response
  Curve.
PUB DATE- Dec 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software Development; Goodness of Fit;
  *Item Response Theory; *Maximum Likelihood Statistics; *Sampling
IDENTIFIERS- Calibration; *Confidence Intervals (Statistics);
  *Three Parameter Model

A large sample method for obtaining asymptotic simultaneous confidence bands for a three-parameter logistic response curve is described. Simultaneous confidence bands indicate the sampling variation of item response curves relative to a fitted function. A procedure is given which requires as input maximum likelihood parameter estimates and an asymptotic error covariance matrix. Illustrative plots of item response curves with corresponding confidence bands are presented. These procedures are simple enough computationally to be used economically in regular item response studies. Incorporating the calibration and graphical display of simultaneous confidence bands into calibration software would greatly benefit test designers. (Contains four figures and seven references.) (Author/SLD)

ED 391 834 TM 024 435

Jo, See-Heyon
Multilevel Analysis of Structural Equation Models via the EM Algorithm.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; *Bayesian Statistics; Equations (Mathematics); *Error of Measurement; Estimation (Mathematics); *Maximum Likelihood Statistics; Sampling; *Statistical Bias; *Structural Equation Models
IDENTIFIERS- *EM Algorithm; Hierarchical Models; Missing Data; *Multilevel Analysis

The question of how to analyze unbalanced hierarchical data generated from structural equation models has been a common problem for researchers and analysts. Among difficulties plaguing statistical modeling are estimation bias due to measurement error and the estimation of the effects of the individual's hierarchical social milieu. This paper presents empirical Bayes estimation by means of the EM algorithm in the context of unbalanced sampling designs. The EM algorithm is particularly useful when analytic expressions exist for the conditional distribution of the missing data given complete data and for the complete-data maximum likelihood estimates of the model parameters. One example is included for illustrating the specification of the model that incorporates variations at two levels of hierarchy. (Contains 2 tables, 1 figure, and 32 references.) (Author/SLD)

tables in the appendices, and 1 reference.) (SLD)

ED 391 854 UD 030 796

Lane, Robert Wheeler
Beyond the Schoolhouse Gate. Free Speech and the Inculcation of Values.
PUB DATE- 95
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Childrens Rights; Citizenship Education; Court Litigation; Elementary Secondary Education; *Freedom of Speech; Intellectual Freedom; *Public Schools; *Student Rights; Values; *Values Education
IDENTIFIERS- *First Amendment

The extent to which public school students deserve First Amendment rights and the values and interests regarding public schooling that should limit student free speech are explored. Eight chapters are entitled: "Pursuing Excellence and Order"; "The Emergence of Children's Rights"; "Free Speech and Public Education"; "A Focused Balancing Alternative"; "Tolerating Student Speech"; "Assisting Student Expression"; "Access to Information and Ideas"; and "A Matter of Degree." The dual pursuits of academic excellence and classroom order often inflame conflicts between students and school officials, and may result in litigation. The public education, children's rights, and free speech literature provide the background for a discussion of the complexities of student free speech issues. The synthesis of this literature and examination of recent court decisions provide a framework for thinking about student free speech, along with specific guidelines for granting students First Amendment protection. Children require a healthy mix of protection and autonomy. It must also be recognized that the inculcative function, the transmission of values, plays a vital role in public schooling. The First Amendment should curb excesses of the inculcative function, but it should not unduly infringe on the legitimate and essential role of the transmission of values in public education. (SLD)

ED 391 855 UD 030 797

Adler, Leonore Loeb, Ed.; Denmark, Florence L., Ed.
Violence and the Prevention of Violence.
PUB DATE- 95
NOTE- 239p.; Forewords by Leonore E. A. Walker and Benjamin B. Wolman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; *Child Rearing; Cross Cultural Studies; Cultural Awareness; Delinquency; Elder Abuse; Elementary Secondary Education; Motivation; *Prevention; School Safety; *Social Problems; *Urban Youth; *Violence

Contributors to this collection put forth many contemporary theoretical ideas about violence in society. All agree that finding ways to prevent violence is critical and that living in peace means acceptance of diversity. The following chapters are included: (1) "Motivational Approach to Violent Behavior: A Cross-Cultural Perspective: (Sergei V. Tsytsarev and Charles V. Callahan); (2) "Machismo Values and Violence in America: An

AUTHOR INDEX RIE VOL.31 NO.6. FROM:ABDAL-HAQQ, 0003
ED 390 982 JUNE 1996 TO:ZURMUEHLEN,

Abdal-Haqq, Ismat, Comp.

Professional Development Schools: A Directory of Projects in the United States. Second Edition.
429p. 5mf. L1 ED 391 778

Abramson, Trudy, Ed.

HyperNexus: Journal of Hypermedia and Multimedia Studies. 1994-95.
57p. 1mf. L2 ED 391 475

Adams, Mignon S., Comp.

User Surveys in College Libraries. Clip Note #23.
111p. 0mf. L3 ED 391 543

Adams, Thomas W.

The Changing Social Content of ESL Textbooks in the USA.
16p. 1mf. L1 ED 391 387

What Makes Materials Authentic.
8p. 1mf. L1 ED 391 389

Adler, Leonore Loeb, Ed.

Violence and the Prevention of Violence.
239p. 0mf. L3 ED 391 855

Ahrbeck, Bernd

Problems of Identity Development of Deaf Children.
10p. 1mf. L1 ED 391 330

Aikman, Lonnelle

We, the People: The Story of the United States Capitol. Its Past and Its Promise. Fourteenth Edition.
151p. 2mf. L2 ED 391 732

Albert, Elaine

Why Does Phonics Work?: Process vs. Declaration.
6p. 1mf. L1 ED 391 141

Allan, Julie

Provision for Special Educational Needs: Current Trends and Future Prospects. Interchange No. 38.
11p. 1mf. L2 ED 391 274

Allen, Sue

Teaching Scientific Concepts with Transparent Detector Models: An Example from Optics.
8p. 1mf. L1 ED 391 680

Alston, Farnum K.

Creating and Implementing Your Own Strategic Plan. A Workbook for Public and Nonprofit Organizations.
117p. 0mf. L3 ED 391 063

Campbell, Patti C. (Continued)

Peer Involvement: Skills for Involving Nondisabled Peers in the Inclusive Education School. Trainee Workbook. Building Inclusive Schools, Module 5.
97p. 2mf. L1 ED 391 315

Service Improvement Planning: Skills for Implementing Inclusive Schools. Trainee Workbook. Building Inclusive Schools, Module 6.
84p. 1mf. L1 ED 391 316

Caplow, Julie H.

Faculty Perspectives of Doctoral Persistence within Arts and Science Disciplines. ASHE Annual Meeting Paper.
22p. 1mf. L1 ED 391 422

Carlson, Sybil B.

A New Look at Formulating Hypotheses Items. GRE Board Professional Report No. 85-14P.
113p. 2mf. L1 ED 391 815

Carranza, Isolda

Variation in Conversational Discourse: Spanish "Pragmatic Expressions."
11p. 1mf. L1 ED 391 355

Carrington, Edwin W.

The Future of Education in the Caribbean: Report of the CARICOM Advisory Task Force on Education.
77p. 1mf. L1 ED 391 241

Carter, Ellen J.

Gifted Middle Grade Readers: Attitudes and Interests in the 90's.
20p. 1mf. L1 ED 391 346

Carter, Susanne

Traumatic Brain Injury: A Guidebook for Idaho Educators.
209p. 3mf. L1 ED 391 340

Caruthers, J. Kent

Performance Funding at the State Level: Trends and Prospects. ASHE Annual Meeting Paper.
40p. 1mf. L1 ED 391 406

Cash, Keith

The Preparation of Sick Children's Nurses to Work in the Community (P2000 Evaluation).
201p. 3mf. L2 ED 391 001

Castle, Emery N., Ed.

The Changing American Countryside: Rural People and Places. Series: Rural America.
583p. 0mf. L3 ED 391 631

Chambers, Jay

Fishman, Joel

Anne Frank in Historical Perspective: A Teaching Guide for Secondary Schools.
89p. 1mf. L1 ED 391 710

Fitzhugh, William P.

A Geography of Uruguay for Elementary Children.
14p. 1mf. L1 ED 391 701

Maryland: A Geographic Study for Elementary Students.
13p. 1mf. L1 ED 391 702

Flaherty, John F., Ed.

Freedom and Innovation in California's Charter Schools.
155p. 2mf. L1 ED 391 231

Ford, Brent A.

Physical Oceanography: Project Earth Science. Material for Middle School Teachers in Earth Science.
220p. 3mf. L2 ED 391 695

Ford, Bridgie Alexis, Ed.

Multiple Voices for Ethnically Diverse Exceptional Learners, 1995.
64p. 1mf. L1 ED 391 310

Ford, Julius C.

Westchester Community College Graduate Study, 1994.
75p. 1mf. L1 ED 391 564

Forde, George

Implementation Report. Organisation of Eastern Caribbean States (OECS) Education Reform Strategy.
217p. 3mf. L1 ED 391 242

Fortner, Rosanne W., Ed.

Science Is A Study of Earth: A Resource Guide for Science Curriculum Restructure.
252p. 3mf. L1 ED 391 638

Fossey, Richard

African American Students in East Baton Rouge Parish: How Have They Fared in Desegregated Schools?
17p. 1mf. L1 ED 391 865

School Dropout Rates: Are We Sure They Are Going Down?
21p. 1mf. L1 ED 391 244

Fowler, Susan A.

FACTS/LRE: Family and Child Transitions into Least Restrictive Environments. Final Report.
96p. 1mf. L1 ED 391 326

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Tech Prep Q & A: Information for Program Development. Information Series No. 364.	71p.	L1	ED 391 105
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.	82p.	L1	ED 391 104
Work Teams in Schools. ERIC Digest, Number 103.	3p.	L1	ED 391 226

(072) Book/Product Reviews

HyperNexus: Journal of Hypermedia and Multimedia Studies. 1994-95.	57p.	L2	ED 391 475

(080) Journal Articles

Apprenticeship versus Partnership: Graduate Students as Administrators.	4p.	L1	ED 391 169
Setting Achievement Goals for Language Minority Students.	5p.	L1	ED 391 353
Teaching with CORI: Taking the Big Jump.	4p.	L1	ED 391 144

(090) Legal/Legislative/Regulatory Materials

Affirmative Action: What Is the Law?	11p.	L1	ED 391 248
Direct Funding through Block Grants. Oversight Hearing on Providing Direct Funding through Block Grants to Tribes To Administer Welfare and Other Social Service Programs. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Fourth Congress, First Session.	251p.	L1	ED 391 616
The Gun Violence Prevention Act of 1994: Public Health and Child Safety. Hearing on S. 1882, A Bill To Amend Title 18, United States Code, To Promote the Safe Use of Guns and To Reduce Gun Violence before the Subcommittee on the Constitution of the Committee on the Judiciary. United States Senate, One Hundred Third Congress, Second Session (March 23, 1994).	131p.	L1	ED 391 862

(100) AudioVisual Non-Print Materials

Developmentally Appropriate Evaluation: Convincing Students and Teachers of the Importance of Observation as Appropriate Evaluation of Children.	9p.	L1	ED 391 601
Digital Chisel: A Visual Multimedia Authoring Tool.	6p.	L1	ED 391 502
Digital Photography and Its Impact on Instruction.	7p.	L1	ED 391 498
Distance Education Network. SSTA Research Centre Report #95-10. SSTA Research in Brief.	30p.	L1	ED 391 459
Education Conference of the Gulf of Mexico Accord (1st, Daytona Beach, FL, September 28-30, 1995). Interim Report.	39p.	L1	ED 391 545
Educational Intervention in Social Science: Cognitive Processes in the Learning of History.	41p.	L1	ED 391 739
The Elements and Principles of Visual Organization.	6p.	L1	ED 391 508
Enhancing Workers' Skills for the Workplace and for Life. Worker Education Program Final Report, May 1993--March 1995.	51p.	L1	ED 391 397
Facing the Future--On the Edge of a New Millennium. University of Hawaii Community Colleges Report.	40p.	L1	ED 391 548
FACTS/LRE: Family and Child Transitions into Least Restrictive Environments. Final Report.	96p.	L1	ED 391 326
Flutes of Fire: Essays on California Indian Languages.	270p.	L3	ED 391 368
Foundations for NCEO's Outcomes & Indicators Series.	7p.	L1	ED 391 321
From Quick Start Teams to Home Teams: The Duke TQM Experience.	9p.	L1	ED 391 539
Gain the Edge: An Academic Summer Enrichment Program.	75p.	L1	ED 391 852
A Geography of Uruguay for Elementary Children.	14p.	L1	ED 391 701
Goals and Purposes of Higher Education in the 21st Century. Higher Education Policy Series 32.	222p.	L3	ED 391 451
Graphic Learning Strategies for At-Risk College Students.	6p.	L1	ED 391 483
Great Expectations: Preparing Rural Teachers for Educational Reform.	65p.	L1	ED 391 781

Adolescent Anger Control.	29p.	L1	ED 391 113
Adult Literacy and Numeracy: Meeting the Needs of Participants. SCRE Research Report No. 70.	52p.	L2	ED 391 060
Application of Instrumental Enrichment Cognitive Intervention Program with Deaf Immigrant Children from Ethiopia.	23p.	L1	ED 391 265
The Arts: A Competitive Advantage for California.	95p.	L1	ED 391 775
Assessing Competencies in Nursing and Midwifery Education. Final Report.	189p.	L2	ED 390 994
Assessment of the Learner Empowerment Measure.	33p.	L1	ED 391 198
Attitudes, Knowledge, and Skills of Indiana Vocational Teachers Related to Special Populations. Summary Data Report.	60p.	L1	ED 391 075
Automated Student and Adult Learner Follow-up Study. Final Report for Program Year 1994-1995.	99p.	L1	ED 391 041
Balancing the Building Team: Gender Issues in the Building Professions. Report 284.	161p.	L1	ED 391 090
Beer Advertising to Latino Youth: The Effects of Spanish vs. English Language Targeting.	26p.	L1	ED 391 186
Between Hope and Fear: Teens Speak Out on Crime and the Community. Study No. 952013. A Survey Conducted for the National Teens, Crime and the Community Program. Fieldwork: October 5 to November 16, 1995.	232p.	L1	ED 391 871
Beyond Restructuring: Building a University for the 21st Century. ASHE Annual Meeting Paper.	40p.	L1	ED 391 427
Beyond the Career Break. A Study of Professional and Managerial Women Returning to Work after Having a Child.	164p.	L1	ED 391 076
Boosting Female Ambition: How College Diversity Impacts Graduate Degree Aspirations of Women. ASHE Annual Meeting Paper.	23p.	L1	ED 391 429
Breaking New Ground: An Exploratory Study of the Role and Education of the Advanced Neonatal Nurse Practitioner. Researching Professional Education. Research Reports Series Number 4.	115p.	L2	ED 390 993
Careers and Training in Dance and Drama. Report 268.	188p.	L1	ED 391 085

Asia and the Pacific.	29p.	L1	ED 391 023
Ten Years of Research: Achievements of the National Center for the Study of Writing and Literacy. Technical Report No. 1-C.	42p.	L1	ED 391 159
A Test of Pienemann and Johnston's Tentative Developmental Stages in ESL Development.	16p.	L1	ED 391 374
Tolerating the Intolerable: Examining College Students' Attitudes about Date Rape. ASHE Annual Meeting Paper.	71p.	L1	ED 391 415
Total Quality Management Passing Fad or "The Real Thing"? An Implementation Study.	59p.	L1	ED 391 229
Toward the Twenty-first Century: Air Command and Staff College Curriculum from Theory to Practice.	22p.	L1	ED 391 055
Two Years Later: A Study of the Educational Experiences of Former New Arrivals Programme Students in South Australia. First Phase Language Learners Project.	218p.	L1	ED 391 384
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The University of the Third Age (U3A) Movement and Its Rise in New South Wales: In the Great Tradition of Liberal Adult Education?	36p.	L1	ED 391 070
The Use of Reflection-in-Action by Adult Educators: An Inquiry into Schon's Epistemology of Practice.	7p.	L1	ED 391 044
Using Assessment Information in Educational Decision Making: A Study of Ohio Vocational Teachers' Assessment Practices.	11p.	L1	ED 391 059
Using the Career Orientation and Planning Profile (COPP) and the Myers-Briggs Type Indicator (MBTI) To Strengthen Adult Students' Knowledge of Self and of the Work World.	10p.	L1	ED 391 043
A View of Reading Practices in the Intermediate Grades: Treatment of Discourse Types. Technical Report No. 629.	17p.	L1	ED 391 154
The Virtual Classroom, Authentic Assessment, and Learning Process Control in Online Teacher Development To Support Internet Telecommunications in Education.	35p.	L1	ED 391 469
Visual Links in the World-Wide Web: The Uses and Limitations of Image Maps.	10p.	L1	ED 391 495
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The Sioux and Other Native American Cultures of the Dakotas: An Annotated Bibliography. Bibliographies and Indexes in Anthropology, Number 8.	288p.	L3	ED 391 633
So This is Normal Too? Teachers and Parents Working Out Developmental Issues in Young Children.	142p.	L3	ED 391 589
The Story of Ourselves: Teaching History through Children's Literature.	196p.	L3	ED 391 741
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Tribal Secrets: Recovering American Indian Intellectual Traditions.	183p.	L3	ED 391 632
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Scientist within You, Vol. 2: Women Scientists from Seven Continents--Biographies and Activities. Instructor's Guide for Use with Students Ages 10-15.	224p.	L3	ED 391 685
Secondary Sourcebook for Integrating ESL and Content Instruction Using the Foresee Approach.	321p.	L1	ED 391 362
Seeing through Film: Cinema as Inquiry and Pedagogy.	12p.	L1	ED 391 195
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Suncast Corporation Curriculum Guide, English as a Second Language for the Workplace. Worker Education Program.	51p.	L1	ED 391 399
Teaching Creative Writing in the Elementary School. ERIC Digest.	3p.	L1	ED 391 182
Teaching Math and Science to Language Minority Children: Implications for Teachers.	20p.	L1	ED 391 390
Teaching Science to Language Minority Students: Theory and Practice. Bilingual Education and Bilingualism 3.	215p.	L3	ED 391 380
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(102) Machine-Readable Data Files

National Postsecondary Student Aid Study: 1992-93. Public Use Data File CD ROM.	p.	L3	ED 391 456

(110) Numerical/Quantitative Data

Atlas of the African Child.	70p.	L3	ED 391 577
Community Childhood Hunger Identification Project: A Survey of Childhood Hunger in the United States.	110p.	L3	ED 391 603
Community Integrated Employment. Outcome Report, July 1990 to June 1991.	32p.	L2	ED 391 342
The Fact Book 1994-95. A Statistical Handbook.	61p.	L1	ED 391 825
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Healthy Tomorrows Partnership for Children: Abstracts of Active Projects FY 1995.	122p.	L1	ED 391 570
Healthy Tomorrows Partnership for Children: Abstracts of Active Projects FY 1996.	121p.	L1	ED 391 596
The Historical Influence of International Trade and Religion on the Arts, Crafts and Architecture of Indonesia.	17p.	L1	ED 391 730
How Often Is Often? Reference Ambiguities of the Likert-Scale in Language Learning Strategy Research.	18p.	L1	ED 391 358
Hungry for Leadership: Educational Leadership Programs in the SREB States.	52p.	L1	ED 391 250
HyperNexus: Journal of Hypermedia and Multimedia Studies. 1994-95.	57p.	L2	ED 391 475
Idaho Project for Children and Youth with Deaf-Blindness. Final Performance Report.	106p.	L1	ED 391 297
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Indonesian "Adat" Customs as the Backbone of Effective Environmental Policies.	13p.	L1	ED 391 723
Industry Academia Partnership Project: Computerized Drafting and Electronic Program Improvements through Job Experiences, Curriculum Development and Faculty Professional Growth.	12p.	L1	ED 391 556
An Innovative Strategy for Support of Student Teachers in Secondary Urban Schools: A Description of an Exploratory Project.	15p.	L1	ED 391 869
Integrating Education, Health, and Social Services: A New Role for Delaware's Schools?	7p.	L1	ED 391 626
International Co-operation with Higher Vocational Qualifications: An Example.	14p.	L1	ED 391 036
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Case Studies on Technical and Vocational Education in Asia and the Pacific. An Overview.	33p.	L1	ED 391 019
Case Studies on Technical and Vocational Education in Asia and the Pacific. Report of Regional Meeting (Kuala Lumpur, Malaysia, December 12-15, 1994). Exemplar Curriculum Project Working Group Report.	28p.	L1	ED 391 018
A Case Study of Postgraduate Supervision in a Natural Science Department.	16p.	L1	ED 391 676
Case Study on Technical and Vocational Education in Japan. Case Studies on Technical and Vocational Education in Asia and the Pacific.	23p.	L1	ED 391 027
A Case Study on the Status of Technical and Vocational Education in Thailand. Case Studies on Technical and Vocational Education in Asia and the Pacific.	31p.	L1	ED 391 031
Centralization of Control over Educational Decision Making in Saskatchewan. SSTA Research in Brief.	67p.	L1	ED 391 219
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A Comparative Study of Outcomes of Pre-Registration Nurse Education Programmes.	388p.	L2	ED 390 995

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WEE Science--Integrating Content Area Reading and Science Education. Technical Report No. 620.
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The Youth Labour Market, SOLOTEC, and Training Credits. Report 277.
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(150) Speeches/Meeting Papers

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8p. L1 ED 391 505

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We, the People: The Story of the United States Capitol. Its Past and Its Promise. Fourteenth Edition.	151p.	L2	ED 391 732
Western Abenaki Dictionary. Volume 1: Abenaki-English. Mercury Series, Canadian Ethnology Service, Paper 128.	609p.	L3	ED 391 369
Wilderness Therapy for Women: The Power of Adventure.	266p.	L3	ED 391 628
Women Workers and Technological Change in Europe in the Nineteenth and Twentieth Centuries.	206p.	L3	ED 391 045
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The Young Producer's Video Book: How To Write, Direct, and Shoot Your Own Video.	64p.	L3	ED 391 719

(020) Collected Works - General

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The Art of Problem Solving: A Resource for the Mathematics Teacher.	473p.	L2	ED 391 689
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The Changing American Countryside: Rural People and Places. Series: Rural America.	583p.	L3	ED 391 631
Compilation of Agricultural Research, Education, and Extension Questions for Discussion. 104th Congress, 1st Session.	496p.	L1	ED 391 447
Educational Media and Technology Yearbook, 1995/1996. Volume 21.	409p.	L3	ED 391 474
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When Kingship Descended from Heaven: Masterpieces of Mesopotamian Art from the Louvre.	35p.	L1	ED 391 773
The World Map Project Handbook.	80p.	L1	ED 391 747
You and the Mass Media.	146p.	L3	ED 391 762

(053) Guides - Non-Classroom

The Academic's Handbook. Second Edition.	348p.	L3	ED 391 450
Applied Academics Trainer's Guide.	108p.	L1	ED 391 065
Approaches to Forming a Learning Consortium: A Guide for Service Providers. Business Assistance Tools.	86p.	L1	ED 391 048
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Building Inclusive Schools. Videotapes.	p.	L3	ED 391 317

Countries. The IEA Preprimary Project, Phase 1.
397p. L2 ED 391 574

Mississippi Public Community and Junior Colleges Statistical Data, 1994-95.
70p. L1 ED 391 552

National Postsecondary Student Aid Study: 1992-93. Public Use Data File CD ROM.
p. L3 ED 391 456

1993-94 Wisconsin Statewide School Performance Report.
883p. L1 ED 391 247

Number of Maryland Public Schools by Organization and Enrollment.
19p. L1 ED 391 809

Oregon Financial Aid Almanac 1992-93.
47p. L1 ED 391 444

Professional Staff by Assignment, Race/Ethnicity and Gender. Maryland Public Schools, October, 1994.
76p. L1 ED 391 824

Programs at Higher Education Institutions for Disadvantaged Precollege Students. Statistical Analysis Report. December 1995. Postsecondary Education Quick Information System (PEQUIS). Statistical Analysis Report.
106p. L1 ED 391 437

Report on Grade Level Retention of Texas Students, 1992-93 and 1993-94.
33p. L1 ED 391 837

Spring 1995 Enrollment. South Dakota Public and Private Colleges and Universities.
133p. L1 ED 391 440

Staffing Data in the Public Library Statistics Program: Definitions, Internal Consistency, and Comparisons to Secondary Sources. Technical Report.
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State Organizational Survey, 1994-1995.
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Student Exposure to Faculty at Institutions of Higher Education. Indicator of the Month.
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Student Use of Computers. Indicator of the Month.
4p. L1 ED 391 524

Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders. National Education Longitudinal Study of 1988. Statistical Analysis Report.
277p. L1 ED 391 844

United States Catholic Elementary and Secondary Schools 1993-1994. Annual Statistical Report on Schools, Enrollment and Staffing.
49p. L1 ED 391 828

Westchester Community College Fact Book--1994.

Job Path: Shifting the Focus beyond Just Work.	25p.	L1	ED 391 334
Learning Comes to Life: An Active Learning Program for Teens.	245p.	L2	ED 391 604
Learning the Hard Way: Learning Styles and At-Risk Populations.	46p.	L1	ED 391 196
Life Visions for the Future: Converging Ideas and Images from Sepulchral Visuals.	12p.	L1	ED 391 477
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Living Our Mission, Building on Our Accomplishments: A Plan for Continued Change. 1994 Update. Five Year Strategic Plan, FY 1992-1996.	54p.	L2	ED 391 341
A Matter of Time: Risk and Opportunity in the Out-of-School Hours. Recommendations for Strengthening Community Programs for Youth. Abridged Version. with Executive Summary.	60p.	L1	ED 391 573
Methods of Comparative Androgogy: An International Expert Seminar (Bamberg, Germany, September 24-27, 1995).	18p.	L2	ED 391 071
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(021) Collected Works - Proceedings

Achieving Gender Equality in Families: The Role of Males. Innocenti Global Seminar Summary Report (Kingston, Jamaica, May 8-18, 1995).
55p. L2 ED 391 593

Actes des 9e Journees de linguistique (Proceedings of the 9th Annual Linguistics Days) (1995).
223p. L1 ED 391 359

Case Studies on Technical and Vocational Education in Asia and the Pacific. Report of Regional Meeting (Kuala Lumpur, Malaysia, December 12-15, 1994). Exemplar Curriculum Project Working Group Report.
28p. L1 ED 391 018

Education Conference of the Gulf of Mexico Accord (1st, Daytona Beach, FL, September 28-30, 1995). Interim Report.
39p. L1 ED 391 545

Eyes on the Future: Converging Images, Ideas, and Instruction. Selected Readings from the Annual Conference of the International Visual Literacy Association (27th, Chicago, Illinois October 18-22, 1995).
403p. L1 ED 391 476

Gender, Development and Power. Some Issues and Methods for Gender Trainers. Report on a Workshop for Gender Trainers Held in the Western Cape, South Africa (August 29-September 1, 1993).
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Oregon Project for Services to Children and Youth with Deaf-Blindness. Final Performance Report.	56p.	L1	ED 391 298
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Portfolios: An Effective Tool Used by Prospective Teachers To Encourage Self-Evaluation and Improvement.	13p.	L1	ED 391 806
Programs at Higher Education Institutions for Disadvantaged Precollege Students. Statistical Analysis Report. December 1995. Postsecondary Education Quick Information System (PEQUIS). Statistical Analysis Report.	106p.	L1	ED 391 437
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Selected Proceedings of the Annual Conference of the Pennsylvania Association of Developmental Educators (13th, April 21-22, 1994).
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(070) Informational Analyses - General

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(130) Reference Materials - General

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(131) Reference Materials - Bibliographies

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International Recognition of Vocational Qualifications.	13p.	L1	ED 391 037

Welcoming Parents as Partners.
36p. L1 ED 391 324

Westchester Community College Graduate Study, 1994.
75p. L1 ED 391 564

Work and Family: Flexible Working Arrangements = Le Travail et la Famille: Conditions de Travail Flexibles.
77p. L1 ED 391 128

(171) Multilingual/Bilingual Materials

Bibliography of Freshwater Awareness Materials = Documentation sur la sensibilisation a l'eau douce. Bibliographie.
311p. L1 ED 391 653

Employer's Guide: A Time for Action on Sexual Harassment in the Workplace = Guide de L'Employeur: Les Enjeux du Harcelement Sexuel au Travail.
120p. L1 ED 391 127

The Gift of the Poinsettia = El regalo de la flor de Nochebuena.
32p. L3 ED 391 612

Moving to Inclusion. Active Living through Physical Education: Maximizing Opportunities for Students with a Disability = Integration en Mouvement. La vie active par l'education physique: Multipliez les possibilities offertes aux eleves ayant un handicap.
192p. L3 ED 391 318

Western Abenaki Dictionary. Volume 1: Abenaki-English. Mercury Series, Canadian Ethnology Service, Paper 128.
609p. L3 ED 391 369

Work and Family: Flexible Working Arrangements = Le Travail et la Famille: Conditions de Travail Flexibles.
77p. L1 ED 391 128

Work and Family: Sharing the Balance: The Union Gas Experience = Travail et la Famille: Un Equilibre a Partager: L'experience de Union Gas.
109p. L1 ED 391 131

Work and Family: The Crucial Balance = Travail et la Famille: Un Equilibre Delicat.
135p. L1 ED 391 129

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CE - Adult, Career, and Vocational Education

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FL023528	ED391374
FL023531	ED391375
FL023533	ED391376
FL023534	ED391377
FL023535	ED391378
FL023536	ED391379
FL023540	ED391380//
FL023541	ED391381
FL023542	ED391382
FL023558	ED391383
FL023559	ED391384
FL023560	ED391385
FL023561	ED391386
FL023563	ED391387
FL023564	ED391388
FL023565	ED391389
FL023566	ED391390
FL023567	ED391391
FL023568	ED391392
FL801092	ED391393
FL801093	ED391394
FL801094	ED391395
FL801096	ED391396
FL801098	ED391397
FL801099	ED391398
FL801100	ED391399
FL801102	ED391400

HE - Higher Education

HE028837	ED391401
HE028838	ED391402
HE028839	ED391403
HE028840	ED391404
HE028841	ED391405

HE028842	ED391406
HE028843	ED391407
HE028844	ED391408
HE028845	ED391409
HE028846	ED391410
HE028847	ED391411
HE028848	ED391412
HE028849	ED391413
HE028850	ED391414
HE028851	ED391415
HE028852	ED391416
HE028853	ED391417
HE028854	ED391418
HE028855	ED391419
HE028856	ED391420
HE028857	ED391421
HE028858	ED391422
HE028859	ED391423
HE028860	ED391424
HE028861	ED391425
HE028862	ED391426
HE028863	ED391427
HE028864	ED391428
HE028865	ED391429
HE028866	ED391430
HE028867	ED391431
HE028868	ED391432
HE028869	ED391433
HE028870	ED391434
HE028873	ED391435
HE028874	ED391436
HE028888	ED391437
HE028889	ED391438
HE028890	ED391439
HE028891	ED391440
HE028892	ED391441
HE028893	ED391442
HE028894	ED391443
HE028895	ED391444
HE028896	ED391445
HE028897	ED391446//
HE028898	ED391447
HE028899	ED391448
HE028900	ED391449//
HE028901	ED391450//
HE028902	ED391451//
HE028903	ED391452//
HE028904	ED391453
HE028905	ED391454
HE028906	ED391455
HE028933	ED391456//
HE028947	ED391457
HE028948	ED391458

IR - Information and Technology

IR017596	ED391459
IR017606	ED391460
IR017607	ED391461
IR017609	ED391462
IR017611	ED391463
IR017612	ED391464
IR017613	ED391465
IR017614	ED391466

IR017615	ED391467
IR017616	ED391468
IR017617	ED391469
IR017618	ED391470
IR017619	ED391471
IR017620	ED391472
IR017621	ED391473
IR017622	ED391474//
IR017623	ED391475
IR017629	ED391476
IR017630	ED391477
IR017631	ED391478
IR017632	ED391479
IR017633	ED391480
IR017634	ED391481
IR017635	ED391482
IR017636	ED391483
IR017637	ED391484
IR017638	ED391485
IR017639	ED391486
IR017640	ED391487
IR017641	ED391488
IR017642	ED391489
IR017643	ED391490
IR017644	ED391491
IR017645	ED391492
IR017646	ED391493
IR017647	ED391494
IR017648	ED391495
IR017649	ED391496
IR017650	ED391497
IR017651	ED391498
IR017652	ED391499
IR017653	ED391500
IR017654	ED391501
IR017655	ED391502
IR017656	ED391503
IR017657	ED391504
IR017658	ED391505
IR017659	ED391506
IR017660	ED391507
IR017661	ED391508
IR017662	ED391509
IR017663	ED391510
IR017664	ED391511
IR017665	ED391512
IR017666	ED391513
IR017667	ED391514
IR017668	ED391515
IR017669	ED391516
IR017670	ED391517
IR017671	ED391518
IR017672	ED391519
IR017673	ED391520
IR017674	ED391521
IR017675	ED391522
IR017676	ED391523
IR017677	ED391524
IR055798	ED391525//
IR055799	ED391526//
IR055800	ED391527//
IR055803	ED391528//
IR055804	ED391529//
IR055807	ED391530

IR055808	ED391531
IR055810	ED391532
IR055811	ED391533
IR055812	ED391534
IR055813	ED391535
IR055814	ED391536
IR055815	ED391537
IR055816	ED391538
IR055817	ED391539
IR055818	ED391540
IR055819	ED391541
IR055820	ED391542
IR055821	ED391543//

JC - Community Colleges

JC960060	ED391544
JC960070	ED391545
JC960088	ED391546
JC960097	ED391547
JC960102	ED391548
JC960104	ED391549
JC960106	ED391550
JC960107	ED391551
JC960108	ED391552
JC960109	ED391553
JC960110	ED391554
JC960111	ED391555
JC960112	ED391556
JC960113	ED391557
JC960114	ED391558
JC960115	ED391559
JC960116	ED391560
JC960117	ED391561
JC960118	ED391562
JC960119	ED391563
JC960120	ED391564
JC960121	ED391565
JC960122	ED391566

PS - Elementary and Early Childhood Education

PS022808	ED391567//
PS022879	ED391568
PS022954	ED391569//
PS023064	ED391570
PS023172	ED391571
PS023182	ED391572
PS023369	ED391573
PS023576	ED391574
PS023588	ED391575
PS023675	ED391576
PS023686	ED391577//
PS023690	ED391578
PS023713	ED391579
PS023714	ED391580
PS023715	ED391581
PS023716	ED391582
PS023717	ED391583
PS023718	ED391584
PS023760	ED391585
PS023761	ED391586
PS023796	ED391587
PS023797	ED391588

PS023805	ED391589//
PS023819	ED391590
PS023839	ED391591
PS023889	ED391592//
PS023898	ED391593
PS023900	ED391594
PS023902	ED391595
PS023917	ED391596
PS023919	ED391597
PS023921	ED391598
PS023922	ED391599
PS023923	ED391600
PS023928	ED391601
PS023942	ED391602//
PS023944	ED391603//
PS024017	ED391604
PS024019	ED391605
PS024021	ED391606//
PS024028	ED391607//
PS024032	ED391608
PS024033	ED391609

RC - Rural Education and Small Schools

RC020099	ED391610
RC020359	ED391611
RC020373	ED391612//
RC020414	ED391613
RC020415	ED391614
RC020416	ED391615
RC020417	ED391616
RC020418	ED391617//
RC020424	ED391618
RC020425	ED391619
RC020426	ED391620
RC020427	ED391621//
RC020428	ED391622
RC020429	ED391623
RC020436	ED391624
RC020438	ED391625//
RC020439	ED391626
RC020440	ED391627//
RC020442	ED391628//
RC020443	ED391629
RC020444	ED391630//
RC020445	ED391631//
RC020446	ED391632//
RC020447	ED391633//
RC020449	ED391634//
RC020467	ED391635

SE - Science, Mathematics, ans Environmental Education

SE054101	ED391636
SE056257	ED391637
SE056396	ED391638
SE056579	ED391639
SE056655	ED391640
SE056657	ED391641
SE056659	ED391642
SE056735	ED391643
SE056740	ED391644
SE057049	ED391645
SE057140	ED391646

SE057159	ED391647
SE057161	ED391648
SE057332	ED391649
SE057333	ED391650
SE057337	ED391651
SE057381	ED391652
SE057403	ED391653
SE057412	ED391654
SE057418	ED391655//
SE057559	ED391656//
SE057603	ED391657
SE057605	ED391658
SE057606	ED391659
SE057607	ED391660
SE057608	ED391661
SE057610	ED391662
SE057611	ED391663
SE057612	ED391664
SE057613	ED391665
SE057614	ED391666
SE057615	ED391667
SE057624	ED391668
SE057625	ED391669
SE057636	ED391670
SE057638	ED391671
SE057646	ED391672
SE057648	ED391673
SE057681	ED391674
SE057682	ED391675
SE057684	ED391676
SE057689	ED391677
SE057690	ED391678
SE057695	ED391679
SE057701	ED391680
SE057702	ED391681
SE057730	ED391682
SE057731	ED391683
SE057757	ED391684//
SE057758	ED391685//
SE057761	ED391686
SE057764	ED391687//
SE057765	ED391688//
SE057767	ED391689
SE057771	ED391690
SE057818	ED391691
SE057838	ED391692
SE057844	ED391693
SE057845	ED391694
SE057864	ED391695
SE057865	ED391696
SE057867	ED391697//
SE057913	ED391698
SE057936	ED391699

SO - Social Studies/Social Science Education

SO025496	ED391700//
SO025695	ED391701
SO025696	ED391702
SO025705	ED391703
SO025720	ED391704
SO025740	ED391705
SO025754	ED391706
SO025755	ED391707

S0025756	ED391708
S0025757	ED391709
S0025758	ED391710
S0025759	ED391711
S0025767	ED391712
S0025770	ED391713
S0025785	ED391714//
S0025786	ED391715//
S0025787	ED391716//
S0025788	ED391717//
S0025789	ED391718//
S0025790	ED391719//
S0025794	ED391720//
S0025795	ED391721//
S0025800	ED391722
S0025802	ED391723
S0025806	ED391724
S0025808	ED391725
S0025809	ED391726
S0025810	ED391727
S0025817	ED391728
S0025821	ED391729
S0025822	ED391730
S0025828	ED391731
S0025837	ED391732
S0025840	ED391733
S0025844	ED391734
S0025846	ED391735
S0025854	ED391736
S0025859	ED391737
S0025860	ED391738
S0025862	ED391739
S0025863	ED391740
S0025888	ED391741//
S0025893	ED391742
S0025894	ED391743
S0025898	ED391744//
S0025921	ED391745
S0025926	ED391746
S0025928	ED391747
S0025929	ED391748
S0025934	ED391749//
S0025935	ED391750
S0025979	ED391751
S0025981	ED391752
S0025983	ED391753
S0025984	ED391754
S0025985	ED391755
S0025987	ED391756//
S0025988	ED391757//
S0025989	ED391758//
S0025990	ED391759//
S0025991	ED391760//
S0025992	ED391761//
S0025993	ED391762//
S0025994	ED391763//